

INSPECTION REPORT

WELTON PRIMARY SCHOOL

Brough

LEA area: East Riding

Unique reference number: 117868

Headteacher: Mrs Nikki Pidgeon

Lead inspector: Andrew Clark

Dates of inspection: 25 – 27 April 2005

Inspection number: 268214

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	183
School address:	Elloughtonthorpe Way Welton Brough
Postcode:	HU15 1TJ
Telephone number:	01482 667222
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Appropriate authority:	The governing body
Name of chair of governors:	Sue Hirschfeld
Date of previous inspection:	15 March 1999

CHARACTERISTICS OF THE SCHOOL

Welton Primary School is in the village of Brough, near Hull and serves the neighbouring community. The new school building opened in 2003. There are 183 pupils on roll aged between 4 and 11. The number on roll has almost doubled over the eighteen months prior to the inspection with the building of new estates and the opening of the new school. The majority of pupils are from white British backgrounds and about 3 per cent are from minority ethnic families. A very small percentage of pupils do not speak English as a first language. The percentage of pupils known to be eligible for a free school meal is below average at 3.4 per cent. There are 17.8 per cent of pupils identified with a special educational need which is about average. The percentage of pupils with a statement for their special educational needs, 3.4, is above average. The pupils' special needs include specific learning difficulties, moderate learning difficulties, emotional and behavioural concerns, visual impairment and autism. The children start school with levels of attainment which are broadly typical for their age.

The school has undergone significant change since the last inspection. All but two of the teaching staff are new to the school with the majority starting when the new building opened. The headteacher was appointed the year before the new school opened. There was an acting headteacher for most of the preceding period from the last inspection. Many of the families are new to the area as a result of major building development work. At the time of the last inspection 5 children were in the reception class. This year there are 30. The headteacher has had a fifty per cent or more teaching commitment until the current academic year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Andrew Clark	Lead inspector	The Foundation Stage Science History English as an additional language
9348	Mary Le Mage	Lay inspector	
32283	Denis Goodchild	Team inspector	English Art and design Design and technology Music Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school which is continuing to improve. The headteacher is providing clear leadership through a period of significant change for the school. She is supported well by a good governing body. The quality of teaching and learning is satisfactory overall and excellent in the foundation stage (The children aged 5 and under in the reception class). Pupils' achievement is satisfactory, and attitudes and behaviour are good. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher has established a very clear plan for improvement and governors and staff give good support.
- Provision in the foundation stage is excellent and the children get a very good start to their education.
- The teaching of English is good. However, the best practice in teaching in all subjects is not consistently shared across the school.
- The pupils' investigative and research skills could be better.
- Pupils with special educational needs achieve well because of good provision, including support from teaching assistants.
- The school has very good procedures for caring for pupils and ensuring their health and safety.
- The information provided for parents is very good and homework is well supported by them.
- The pupils do not always present their work carefully enough.

The school has made satisfactory improvement since the last inspection. The school is very different from the time of the last inspection. It is in a new building and the number of pupils on roll has doubled. The headteacher and almost all the staff have changed at least once. The catchment area for the pupils has changed. Despite this standards have generally improved at a similar rate to the national average. There were no key issues to address at the last inspection.

STANDARDS ACHIEVED

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

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

The pupils' achievement is satisfactory. The standards attained in national tests for Year 6 in 2004 were below average and in the bottom five percent in comparison with similar schools. This largely reflected the period of change the school has undergone. Over twenty five percent of the pupils did not start at the school until the last year and only a third of the pupils had all their education in the school. The school did not meet its expected targets because of this. The school has taken strong steps to address this situation. The small number of pupils taking the tests in the past has meant that standards have varied significantly from year to year because one pupil represented a high percentage of the year group. The standards for the current Year 6 pupils are similar to nationally expected levels for English, mathematics and science. Overall the trend of improvement in test results for the five years since the last inspection has been at least as good as the national trend. Standards in Year 2 tests have also fluctuated wildly and were well below average in 2004 for reading, writing and mathematics but were well above average in 2003. The

standards seen for current pupils in Year 2 are above expected levels for reading, in line for writing and below for mathematics. The progress of the more able pupils in mathematics, science and sometimes in English is limited because their research and investigative skills are not as good as they could be.

The children achieve very well in the foundation stage and the majority meet or exceed the expected goals for their age in all areas of learning.

The pupils' personal development, including spiritual, moral, social and cultural development, is good overall. This reflects the very good standards of care. The pupils are well behaved because of the teachers' high expectations and their attitudes to learning are good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching and learning is satisfactory overall. The teaching is excellent in the foundation stage as a result of very good teamwork and imaginative planning and provision for all areas of learning. Teaching and learning is satisfactory in the rest of the school. Many teachers are new to the school and to the profession. Teaching is often imaginative and there are good strategies for motivating the pupils. The teaching of English is good overall. Not enough attention is paid to developing key skills of literacy and numeracy in all subjects and teachers do not consistently expect high standards of care and presentation. The good practice is not yet shared effectively enough. Teaching assistants provide good support and pupils with special educational needs achieve well as a result.

The curriculum is good. The imaginative 'Creative Contexts' project makes a good contribution to learning in many areas and contributes to personal and social development. There are good extra curricular opportunities, and before and after school activities. The links with parents are very good based on high quality information on pupils' progress. There are very good links with pre-schools and secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has provided a very good strategic vision since her appointment. The management by subject leaders, special educational needs coordinator and the foundation stage coordinator is good overall. The governing body has played a significant role in establishing the ethos and aims of the school and is very aware of the strengths and weaknesses. They fulfil their statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have positive views of the school. A small minority have found it difficult to accept the changes from small village school to a larger establishment, but generally give good support. The pupils enjoy their lessons. They respect the teachers and feel they are well cared for.

IMPROVEMENTS NEEDED

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

- Create opportunities to effectively share the best practice so that teaching is improved.
- Improve pupils' research and investigative skills so that standards are raised in mathematics and science.
- Ensure that all pupils' present their work with high standards of accuracy and care.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The pupils' achievement is satisfactory. By Year 6 pupils' work is similar to nationally expected levels for English, mathematics and science.

Main strengths and weaknesses

- Children in the foundation stage achieve very well in all areas of learning.
- Pupils do not make consistent progress in developing the skills for research and investigation and this affects the standards reached by the most able.
- Good provision in English is leading to better standards.
- The headteacher and governors are determined to raise standards. Targets set for' achievement in national tests is usually met, though not in 2004.

Commentary

1. The pupils' achievement is satisfactory overall and is improving. Achievement is very good in the foundation stage because of the very established partnership between the teacher and teaching assistant and the high quality of planning and provision. Throughout the rest of the school many teachers are new to the school or new to the age group. The planning has been radically overhauled because of the change from mixed age classes to single age class groups. However, the good leadership and clear focus on raising achievement are putting the school in a good position to maintain the very good achievement pupils make at the start of their schooling.
2. Overall, the school's results in national tests for English, mathematics and science for Year 6 have improved since the last inspection. There have been significant variations in standards year on year because the number of pupils taking the test have been much smaller than average. The headteacher identified concerns that standards in English were falling however and over the last two years has worked closely with the Local Education Authority (LEA) to improve them. From the evidence of inspection this is proving effective despite the changes to the context and personnel of the school. The standards seen during the inspection were in line with expected levels for all three subjects in the current Year 6. The value added to pupils' results from Year 2 to Year 6 was well below average in 2004. This is not typical of the progress pupils make through the school. The value added in 2003 was average and more representative of the progress pupils normally make.
3. In 2004 the Year 6 pupils did not attain the targets expected for them based on their prior learning. This largely arose because of the high proportion of pupils who did not start at this school until their last year. In fact, only a very small percentage of the pupils, 33 per cent, had their full education at Welton Primary. In previous years the school has been very accurate in setting targets for achievement in national tests and the indications are that the current Year 6 pupils are on course to achieve their targets. The school makes good use of assessments and tests to identify areas for improvement and act on them. Fewer than average pupils reached the higher levels in national tests for 2004 for English, mathematics and science, but the current Year 6 contains a significant proportion of pupils who are working at higher than expected levels. However, overall, the pupils are not yet progressively taught the higher skills of reference, deductive reasoning and investigation to ensure the highest standards are consistently achieved. Standards in science have been below average because few pupils have attained higher levels. The subject has had a low priority in recent years because of the focus on English and through staffing changes. This trend seems to be changing and there is a clear indication of a more appropriate percentage of pupils working at higher levels. However, as described above investigative skills are not yet well established.

4. The trend of improvement for test results in Year 2 has been below the national average. However, again the trend is very erratic year on year as the number of pupils taking the tests has been very low. In 2004 results for reading, writing and mathematics were well below average, however, in 2003 they were well above average. In writing in 2003 results were nationally in the top five per cent of the country, but in 2004 they were below average and in the bottom 5 per cent when compared with similar schools. In the work seen for the current Year 2 pupils, standards are in line with expected levels for writing and above for reading. Standards in mathematics are below expected levels overall and work set for the most able pupils is not consistently challenging enough and problem solving is not closely linked to real life situations.
5. Achievement in the foundation stage is very good. Almost all children attain the goals expected for their age by time they start Year 1 and a significant proportion attain higher levels in all areas of learning. Standards of personal and social development are particularly high. The high quality of teaching and learning ensures the best progress across the curriculum. Very thorough and accurate assessments support this very good learning.
6. Pupils with special educational needs achieve well. The Special Educational Needs Coordinator and LEA support teacher work closely with teachers and teaching assistants to make sure pupils have clear targets to aim for and effective support when needed. Teaching assistants are well trained and are well prepared by teachers for each lesson. This results in good teaching of basic skills and full access to the curriculum.
7. The school identified boys' attainment in writing as an area for improvement and has developed the curriculum and teaching styles to more suitably challenge the boys and raise standards with success. This reflects national issues for writing. Overall, there do not appear to be any consistent or significant differences in the achievement of boys and girls. The small percentage of pupils from minority ethnic backgrounds do not achieve any differently from their peers. The school has established good procedures for tracking the progress of all pupils and identifying any significant patterns.

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

Standards in:	School results	National results
reading	15.1 (17.1)	15.8 (15.7)
writing	13.5 (18.1)	14.6 (14.6)
mathematics	14.7 (18.4)	16.2 (16.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	25.8 (27.0)	26.9 (26.8)
mathematics	24.6 (28.3)	27.0 (26.8)
science	27.8 (27.9)	28.6 (28.6)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Throughout the school pupils' attitudes and behaviour are good. This makes a good contribution to the time available for learning. Pupils' personal development, including their spiritual, moral, social and cultural development is good. Levels of attendance and punctuality are very good.

Main strengths and weaknesses

- The personal development of pupils is a strength of the school which brings about a supportive, orderly atmosphere and aids learning.
- Pupils are very well managed in a consistent way by the adults in the school and there is a clear structure for managing unacceptable behaviour. This enables pupils to maximize the time they spend on their learning and develop good attitudes to school.
- Children in the foundation stage have very good attitudes to learning.
- Good relationships contribute to positive attitudes and good behaviour throughout the school.
- There are very good procedures to promote good attendance throughout the school.

Commentary

8. The school's values are successfully incorporated into all aspects of school life. Pupils' personal development, especially social development, has a high priority and underpins activities throughout the school day. Across the school, pupils are encouraged and supported to understand themselves, even recognising and understanding different styles of learning. Adults in the school know the pupils very well, manage them in an appropriate way and help them to learn acceptable patterns of behaviour. Clear strategies for enabling pupils to develop socially are followed consistently at all times throughout the school. The behaviour code is very well known by pupils and they are well motivated by the rewards they can earn for behaving well. They also understand, and respect, the sanctions which are applied for unacceptable behaviour. The code is built on learning to make the right and consequently it makes a significant contribution to pupils' personal development. Across the school pupils discuss and develop a clear set of values and principles for their own class, creating their own classroom rules that promote the values of honesty, justice and care. For those pupils whose behaviour is challenging and for whom concentration is difficult, the clear strategies encourage them to respond well. This has led to short term exclusions for a number of pupils which had a positive impact on their behaviour. Staff consistently reinforce good behaviour and work very well with pupils to reduce unacceptable responses.
9. Pupils throughout the school show good attitudes to their work and behave well at all times. They show respect for all the adults they associate with and try their best to comply with the wishes of these adults. However, Pupils have few opportunities to make decisions about their learning. For example, in science, they reproduce the experiment from the text book, rather than designing their own, and across the curriculum they are not given responsibility for improving their own learning. This means they are limited in the responsibility they can take for their learning. Pupils have some opportunities to take responsibility and show initiative in wider aspects of the life of the school. They show pleasure in the achievements of other pupils in their class and are always polite, to each other and adults, including visitors. In some groups they spontaneously applaud the achievements of their classmates. Pupils work well together when paired for some activities. They volunteer readily for tasks around school and have the opportunity to become school councillors. Older pupils play with younger pupils at lunchtime and the team structure in the school encourages social integration and mature attitudes from older pupils who act as role models to the younger ones.
10. Children in the foundation stage have very good attitudes to learning and behave very well. This is a direct response to the very good teaching. The children are eager to work. They organise themselves well by getting out and tidying up their own work and keeping tables neat and tidy. They take a pride in all their work and this is encouraged by the very good displays of work and objects of interest. The teacher and teaching assistant have very good procedures for praising and supporting children so the whole class is involved and aware of everyone's success.

11. The provision for spiritual and cultural development is satisfactory. During worship and lessons pupils have opportunity to reflect on what they and others are doing and to think about their own values, beliefs and relationships. Pupils have a firm grasp of their local heritage and the traditions of their own area. However given the very small number of pupils from different ethnic groups the school could provide more opportunities to make pupils aware of the diverse nature of society.
12. The provision for social and moral development is good. Development in this area is underpinned by good relationships which emphasise respect and consideration for others. Pupils clearly express their views on what is right and wrong in religious education and in assemblies. In lessons, they work successfully in groups and pairs and listen respectfully to other points of view. The school council gives opportunities for pupils to exercise opportunity to participate in decisions which affect the school community.
13. Attendance and punctuality at the school are very good. Pupils say that they enjoy school and this view is reinforced by parents. The school monitors attendance and punctuality closely and is rigorous in its classification of unauthorized absence.

Attendance

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.1
National data	5.1	National data	0.4

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

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	145	9	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	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 quality of education is good overall.

Teaching and learning

The quality of teaching and learning are satisfactory overall and improving. Assessment procedures are good overall. Teaching in the foundation stage is excellent.

Main strengths and weaknesses

- Teaching in the foundation stage is excellent and children are eager learners.
- The teaching of English is good.
- Pupils with special educational needs are taught well and teaching assistants provide good support.
- The management of behaviour is good and there is good support for pupils with emotional and behavioural difficulties.
- Teachers do not always have high enough expectations of the pupils, particularly for standards of care and presentation.
- Investigative and research skills are not fully developed so more able pupils do not reach standards that are as high as they could be.
- Assessment procedures are good and are beginning to have an impact on raising standards. However, the very good marking seen in some classes is not yet consistent enough.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	6 (20%)	9 (30%)	13 (44%)	1 (3%)	0	0

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

- Teaching and learning are satisfactory overall. Several teachers are at an early stage in their career and have limited experience of the age groups they are teaching and they have yet to hone their skills fully. This sometimes has an impact on the level of challenge given to average and above average pupils despite the use of generally good assessment procedures. Careful monitoring and support for teachers is improving the situation but best practise is not yet consistently promoted.
- The teaching in the Foundation Stage is excellent overall. The teacher and teaching assistant are a very effective team. They have very good knowledge of the needs of children of this age and of the expectations of the Foundation Stage Curriculum. The planning and assessment are very good. The staff have a very motivating manner with the pupils and use a wide range of strategies to generate good learning skills. As a result the children are persistent, hardworking and very positive.
- The teachers use a good range of strategies to help pupils become good learners. For example, they use role play and 'hot-seating' techniques to enable pupils to explore new ideas and concepts. They create situations where pupils talk to each others in small groups or pairs and take leadership role in recording their ideas. However, skills of investigation and research are not taught in a way that ensures consistent progress. This sometimes leads to a lack of challenge, particularly to the most able, in English, mathematics and science. There is some good use of Interactive White Boards and computer projections in a significant number of lessons. They are used to demonstrate key features of lessons or set tasks for different abilities. This is not yet consistent practise through the school.
- Good relationships are established between staff and pupils and teachers have high expectations for pupils' behaviour. As a result pupils behave well and concentrate on their work. The school has worked hard to establish effective and clear behaviour policies to establish the desired ethos in the new school building and to fully integrate the significant proportion of pupils new to the school. There has been an increasing proportion of pupils identified with emotional and behavioural difficulties and their needs are managed well. Pupils with special educational needs are taught well because the teachers make good use of accurate assessments to produce detailed individual education plans and liaise closely with the special educational need coordinator.

18. The school is developing good assessment procedures particularly in English. It is an intensive process linking strengths and weaknesses to the skills taught. Work is marked regularly and there are very good examples of well written comments aimed at guiding the pupils to improve their work especially in Years 4 and 5. This practise is not consistent through the school. The teachers do not always have high enough expectations for the care pupils take in presenting their work neatly and accurately. This affects the progress they make in their basic literacy and numeracy skills. In the best examples, the clear framework for setting out written work makes it easier for the pupils to write quickly and achieve more. The displays around school are attractive but do not always make full use of pupils' own work to set standards or act as a teaching tool.
19. Overall, there are many common good features to the quality of teaching and learning which far out weigh any weaknesses. The good leadership and management of the headteacher, senior staff and governing body are well placed to build further on the known strengths and address the weaknesses.

The curriculum

The quality of the curriculum is good. The range and quality of learning experiences for all pupils is good. Good extra-curricular provision enriches the curriculum. Accommodation is very good. The quality and range of learning resources are good. Provision for pupils with special education needs is good, as is the equality of access and opportunities for all pupils.

Main strengths and weaknesses

- The positive strategies used by teachers and support staff ensure the good inclusion of all pupils and promotion of equal opportunities.
- Pupils with special educational needs receive good support.
- Teaching assistants are very effective in supporting pupils' access to a wide curriculum.
- Innovative use of time, through the school's curriculum context mornings, provides a wide variety of enriching experiences. This also assists enormously in enhancing pupils' social skills.
- The range and quality of extra curricular activities enriches pupils' learning.
- Curriculum co-ordinators monitor planning and scrutinise work effectively.
- Information and communication technology is not used as a tool to support learning across all subjects.

Commentary

20. The school provides a broad and balanced curriculum. It meets statutory requirements for all its pupils, including the requirements of the locally agreed religious education syllabus. The quality and range of activities provided are good.
21. The curriculum is inclusive and is a strength of the school. Support staff are very well employed and integrated into the school team. The national literacy and numeracy strategies have been well implemented leading to sound progress. Although literacy and numeracy skills are taught through other subjects this is not yet systematic enough to impact on standards significantly.
22. Core subjects are well taught, with the school's recent emphasis on improving standards in English now bearing fruit. The humanities curriculum is given less importance and is not in as much evidence as core subjects. Information and communication technology has yet to be fully developed as a tool to support learning in all subjects and this limits the research and investigation opportunities for pupils. A recently opened computer suite is being used enthusiastically by both staff and pupils.

23. Curriculum policies and schemes of work are in place for all subjects. Sex, drugs and alcohol education are integrated into the teaching of personal, social and health education planning supplemented by visits from the Police, Fire and Nursing services.

24. Teachers plan effectively together. The teaching assistants are deployed effectively to support learning in the classroom, particularly for pupils with special educational needs. They are well trained and enthusiastic and make a good contribution to the 'creative context' project. This project involves pupils of all ages working together on creative activities from many subject disciplines. It makes a good contribution to personal development as well as broadening pupils' experiences. The School Council is well used as a means to obtain pupils' ideas and opinions. There is good extra-curricular provision incorporating music, dance, and a variety of sports. Provision for gifted and talented pupils is at an early stage of development. Links with the local high school are good. The teaching of French to all pupils from 5 to 11 makes a significant contribution to widening pupils' cultural and geographical horizons.
25. Teaching staff have the necessary qualifications and experience to meet current curriculum needs. As a result of the very good leadership of the head, the curriculum of the school is vibrant and developing.
26. Accommodation, in a new school building is very good. It provides good opportunities for one to one teaching and support and specialist areas for information and communication technology. Displays are attractive but they do not consistently celebrate pupils' work and encourage high standards.

Care, guidance and support

The school meets a very high standard in the care, welfare, health and safety of its pupils. It provides good support, advice and guidance for its pupils, based on the monitoring of their achievements and personal development. The extent to which pupils' views are taken into account is also good.

Main strengths and weaknesses

- Arrangements for pupils' care and welfare are very good, as are all health and safety arrangements.
- Throughout the school, pupils receive good support and advice to help them make progress in their learning.
- The quality of relationships between adults and pupils is very good, adding to the pupils' self-confidence and trust in staff and enabling them to develop well.
- The team structure in the school is very supportive of pupils' personal development.
- There is insufficient systematic monitoring of the personal development of pupils.

Commentary

27. The school ensures that all statutory health and safety checks are undertaken and is rigorous in its assessment of risk. All incidents and accidents are recorded thoroughly and parents are fully informed. Effective child protection arrangements are in place and all adults working in the school are aware of them. By ensuring that the care and welfare of pupils is given a high priority, the school maximizes the benefit pupils can gain from the educational opportunities offered.
28. Support for pupils with their learning, and the removal of any perceived barriers to learning, is a strong feature of the school. There are thorough assessment procedures in place across the school and the information they provide is well used to enable early identification of any difficulties pupils may be experiencing in their learning. Having identified a need, the school has a wide range of intervention strategies to address them.
29. There are also a number of initiatives across the school to raise self-esteem, develop self-confidence and improve levels of motivation for pupils. Most of these initiatives are targeted at pupils with identified needs in these areas. However, all pupils benefit from the Team

Structure operating across the school. Every pupil in the school belongs to one of twelve mixed-age teams who work together for one hour each week in Creative Context, socialize together at lunchtime and receive good pastoral support. These groups develop a very strong feeling of support for other team members and enable pupils to make strong relationships with adults beyond those they meet each day in their classroom. Through circle time, pupils learn to recognise their feelings and talk about them. Over time they begin to understand how they react to situations and whether their reactions are appropriate. They also begin to understand the impact their behaviour has on others. Another initiative which supports all pupils in the school is the increasing awareness by pupils, as they progress through the school, of their preferred method of learning, and the way in which these various approaches to learning are incorporated into lessons. The successful implementation of these initiatives gives a clear indication of the trust pupils have in the adults who work with them and the great emphasis the school places on the personal development of its pupils.

30. Throughout the school, pupils and their capabilities are well known by all the adults they work with. Systematic monitoring may further improve provision for personal development by reinforcing good attitudes for independence or collaborative skills for example.
31. All through the school there are clear indications of very good relationships between pupils and adults. Adults are patient, kind and very supportive which means pupils feel very secure and willing to contribute ideas in lessons. This has a very positive effect on pupils' feelings of self-worth, their attitudes to their learning, and school life in general. The consistent, supportive way in which the pupils are dealt with at all times underpins the quality of these relationships and enables pupils to make progress. Pupils know they will be treated fairly in line with the school's behaviour code.

Partnership with parents, other schools and the community

The school has established very good links with parents and other schools and colleges. It has good links with the local community.

Main strengths and weaknesses

- Parents are encouraged to be fully involved in their children's learning.
- The information provided for parents is very good.
- The school has very good links with a number of schools which work to mutual benefit.
- The school values the views of parents and responds positively to them.

Commentary

32. Most parents who expressed a view during the inspection process are supportive of the school. The school values the views of parents and actively works to discover them. To date, parental views have influenced the school to alter the format of parent consultation evenings. Instead of only having one or two opportunities per year for parents to meet their children's class teacher to discuss their children's progress, staff are now available after-school on a fortnightly basis to meet with parents by appointment. This ensures that parents can easily raise concerns at any time during the school year, having a series of meetings, if necessary. This clearly demonstrates the value the school places on the views of parents and their desire to work in partnership with parents to support their children's progress. Where the school is concerned about a pupil's progress in any way, it informs and involves parents sensitively so that they can work together for the benefit of the pupil. The school will always attempt to meet a parent's request to come in for any reason affecting their child's progress or well-being, or for more general support. If necessary, members of the school staff visit parents in their home to provide information and support.

33. The school works very hard at enabling parents to become involved in the learning of their children at home, or more generally in school. The school produces very good information for parents about what their children will be taught in the coming term and gives practical ways in which this learning can be supported at home. A significant number of parents help in school on a regular basis and they are very well supported to acquire skills and become a full part of the classroom team. There is very good information for parents when the children start school in reception and good induction processes which involve parents at all stages yet encourage high levels of independence.
34. Parental support for pupils with special educational needs is welcomed and pupils themselves benefit from this close liaison between home and school and with the pupils and staff of a neighbouring special school; pupils from this school regularly take part in everyday activities. Parents are kept fully informed of their children's progress and regularly attend review meetings. An up to date and effective special educational needs action plan is in place and is regularly reviewed and evaluated.
35. The school has developed very good links with a number of local schools, both primary and secondary. These links involve members of staff in exchanging ideas with colleagues from other schools and in learning from good practice identified in other schools. This has obvious benefits to the pupils. The links with the local secondary school enable Year 6 pupils to be very well prepared for their move to secondary education. They work on projects whilst at Welton school which they take with them and continue after they have transferred to the local secondary school. They start this phase of their school life with a degree of confidence. The school also has very good links with a local Special School. Pupils from the Special School regularly take part in lessons and Creative Context at Welton school, and pupils from Welton School attend creative workshops and sports events at the Special School. This has obvious benefits to the personal development of all.
36. The school prospectus is very attractive and informative. Regular newsletters inform parents of all day-to-day happenings. Annual reports about pupil progress are clear and informative and contain clear statements, especially in mathematics, English and science about the progress the pupil has made. In all subjects reports state how a pupil is working in relation to national expectations and give a clear indication of what the pupil needs to do in order to make further progress.

LEADERSHIP AND MANAGEMENT

The leadership and management are good. The school is governed well and the governing body fulfil its statutory requirements.

Main strengths and weaknesses

- The headteacher has established a very clear strategic direction for school improvement. This has allowed the school to make satisfactory progress over time despite the many changes and difficulties it has faced.
- The governing body is very professional and takes strong action to secure the best provision.
- The foundation stage is very well led and managed.
- Professional development is good and is raising the quality of teaching.

Commentary

37. The headteacher, who has been in post for two years, has established very clear action plans to lead the school through a period of change and to raise standards. Since the last inspection there have been long periods of acting headship. The number on the school roll fell and there have been significant periods of long term illness amongst teaching and support staff. Eighteen months ago the school moved into new premises in a new estate in a different part of the town. The number of pupils on roll has doubled during this time and almost all the

teachers are new to the school with half of them new to the profession. The headteacher has had an almost full time teaching commitment until the last academic year. The school is very different from that previously inspected. The headteacher has worked closely with all staff, the governing body and the LEA to establish a clear purpose and identify the main strengths and weaknesses. This led to the early identification of falling levels of literacy and the development of a programme of support from the LEA. This has raised the quality of teaching in English and laid the foundation for good assessment procedures in several subjects. The headteacher has had to take difficult staffing decisions and provide high levels of support for staff in order to effectively drive change.

38. She is well supported by a good governing body which has a very good understanding of the strengths and weaknesses of the school. They have established good procedures for monitoring all aspects of provision and setting targets for change. A core of governors is very active in supporting several curriculum areas and special educational needs and feedback to the full governing body is very effective. The key strength of the governors is in their willingness to address difficult issues and act quickly. For example, they developed very clear policies to minimise the impact on pupils' learning and financial costs to the school of the long term sick leave and falling rolls. Despite this the school has had a deficit budget which has been agreed with the LEA. The school is making suitable inroads into addressing this and the most recent audit found sound financial management and the few issues have been quickly addressed. The governors held special meetings to discuss the aims and ethos of the school before the appointment of the current headteacher and this has guided their work. They are planning to renew this initiative in light of the changing context of the school. The school is currently in the process of appointing a deputy headteacher. This is a new post for the school. The governors have very precise criteria for selection which are securely based on meeting the challenging priorities of the very good school improvement plan.
39. The Foundation Stage is very well led and managed. This is a strength which has been carried forward very well from the last inspection. The Foundation Stage coordinator has met the school's changing needs well. For example, the number of pre-school settings has increased considerably and very good relationships have been quickly established with them. The staff team create an excellent learning environment for the children and establish a very good basis for the future.
40. The professional development of staff has been a high priority for the headteacher and governors. Most teachers are new to the school and many have only recently completed their qualification period. The monitoring of teaching has been sensitive and purposeful with good records kept and useful feedback given. There have been several collective initiatives, for example, on encouraging different learning styles which had a positive impact on teaching. Some are not yet consistently achieved such as the use of marking to guide pupils and set targets, although there are several good examples. The headteacher is aware of this through the school's own monitoring and has appropriate plans for improvement. The training provided by the school is matched closely to its main priorities and the needs identified through monitoring.
41. Pupils with special educational needs receive good provision and the aspect is very well led. They are fully integrated into the life of the school. Very good support by the special educational needs support teacher and teaching assistants for these pupils is evident. Their specific needs are identified in individual education plans, which are regularly updated and reviewed. All pupils with special educational needs have clear targets to achieve. Review dates are monitored and actions are regularly evaluated. Good statistical evidence of tests is also well used.
42. The school is moving into a more settled future and establishing a very good basis for further improvement. The very clear vision and good leadership and management of the headteacher and governors ensures the school is currently providing satisfactory value for money despite the problems it has faced and is well placed to improve.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	498,589
Total expenditure	479,350
Expenditure per pupil	2,619

Balances (£)	
Balance from previous year	1,226
Balance carried forward to the next	20,465

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good. The quality of teaching and learning is excellent overall. The school has built on the high standards seen at the last inspection. There are 30 children in the current reception class. There were five children at the last inspection.

The majority of children attain the Early Learning Goals expected for their age in all areas of learning and a good proportion exceed them by time they leave reception. Children of all abilities make very good progress. There are exciting developments in place to link the provision very closely to that in Year 1 and so build securely on children's achievement as learning extends into the National Curriculum.

The keys to the success of the teaching and learning are the high quality of planning successfully linking all areas of learning through meaningful themes and topics; the excellent partnership between the teacher and teaching assistant and very good regular and meaningful assessment of children's achievement. Children with special educational needs are identified early and a very good range of methods are used to support and monitor progress. There is plenty to challenge the more able.

The classroom is well resourced and very good displays of children's work are used as an important teaching tool. There is open access to a small outside area which is very well used as an extension to classroom activities and to develop children's physical and creative development.

The staff have very good relationships with parents and carers and keep them very well informed about the work the children undertake and the progress they make. The children have a wide range of pre-school experiences since the opening of the new building and the staff have taken strong steps to develop good links with all of them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children become very self-confident and self-aware.
- The staff engage the children in making important decisions and reflecting on their work.

Commentary

43. All lessons are built around developing all aspects of children's personal development. The quality of teaching and learning is excellent. The teacher and teaching assistant have very high expectations for the children to make sensible choices in their work and to consider how well they have done and what they could improve. For example, the children often gather together at the start and end of sessions and take the role of the teacher to ask other children questions about what they have done in the lesson. They ask very probing questions of each other and have to think hard. Children are encouraged to take a pride in their work and this is reflected in the work displayed around the classroom or maintained in books and folders. They are taught very good learning strategies and as a result they are well organised and orderly; they get their own work out and quickly settle to it. They know how to start their work and as appropriate, put their name and date on work. They work neatly. The children concentrate for long periods of time on a wide range of activities because tasks are challenging and relevant. The excellent displays on insects and small creatures stimulate children's curiosity and they are proud to explain what they have learned to each other and adults. Snack times and other daily events are efficient and provide good opportunities for

children to learn about sharing and tolerance. The often novel and supportive ways in which staff recognise achievement and give praise encourages greater self-confidence. Children are effectively encouraged to recognise and appreciate the success of others.

44. Very good opportunities are created to develop the children's spiritual awareness. The reflective periods during lessons, attractive displays based on children's own work and the good role play all contribute to this. During the inspection, the children released butterflies that they had studied that day. They learned a lot about tolerance and respect and were amazed at the sight of the butterflies in flight. The teacher and teaching assistant questioned and guided the children to very good levels of understanding.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading and writing skills are very well taught throughout the curriculum.
- Speaking and listening skills are very well developed.
- Children write independently for a wide range of purposes.

Commentary

45. Teaching and learning is excellent. Staff make early assessments of children's abilities and they provide a firm basis for future learning. There is a very good balance between providing practice and progress in functional skills such as forming letters, reading and writing key words and making sentences and in creating opportunities for experimentation and independence. Children are given very good reasons to read and write through the topics and themes. For example, the children's curiosity is stimulated by planting strawberries together so that they want to find out more from books and create diaries to follow their growth. There is very good use of literature to motivate and inform children across all areas of learning.
46. Lessons are fun. The teacher and teaching assistant have a vast fund of rhymes, songs and hand actions to explain basic principles. For instance, they have a series of small hand movements to develop the children's understanding of beginning, middle, ending of a book and for character and setting. The children quickly learn to structure their writing well because they have strong points of reference to support them. The lessons are pacy and purposeful, but there is ample time built in to allow children to think and shape their ideas. Staff keep detailed records of children's progress in reading and writing to make sure work is challenging. Targets for improvement are shared with parents and good use is made of homework.
47. The staff encourage the children to talk to each other and to staff in many different and purposeful ways. For example, they expect them to explain what they are making with modelling materials so that their partners can copy them. Every session ends with a very good opportunity for pupils to talk about the work they have done.
48. There are many opportunities for children to choose to write or read during the day. Displays of children's work and interesting objects are all labelled clearly to provide talking and reading points for children of all abilities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children are given a wide range of mathematical experiences throughout the curriculum.
- The children's counting and computation skills are taught well.
- The staff have high expectations for the accurate use of a good mathematical vocabulary by children.

Commentary

49. Teaching and learning is excellent. Many opportunities are planned for children to experience a wide range of mathematical experiences. For example, they sort and classify beads in symmetrical patterns and use this as the basis for counting activities. The majority of pupils count confidently forwards and backwards well beyond 20. They recognise odd and even numbers and count in patterns of twos, tens and fives. They construct their own number sentences using their knowledge of number bonds to 20 using addition and equals signs correctly. They form their written numbers well. The more able pupils understand the concept of doubling.
50. The work is matched well to the children's ability and previous achievement and progress is assured through small steps for learning. The children's good knowledge of shape, measure and counting is reinforced through games and activities on the computer. The teacher and teaching assistant expect the children to use a precise vocabulary for ideas such as symmetrical and non-symmetrical and promote this by using the words frequently in discussions and introductions. Many opportunities are created for children to link learning in mathematics to learning in other areas which are very well planned to challenge all abilities. Even the simplest tasks often lead into counting, multiplying and measuring activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children's studies are often based on first hand experience.
- Children make good use of information and communication technology in their work.
- The staff make very good use of work in this area of learning to develop children's key skills of literacy and numeracy.

Commentary

51. There are very good links made between different aspects of knowledge and understanding. For example, in the science based work on insects and other small creatures the children study historical factors of time and change as well as reinforcing mathematical learning in ordering and sequencing days and the seasons. This is thoroughly planned for and assessed. The staff make very good use of a scientific and technical vocabulary and children enjoy using words such as 'proboscis' accurately in their discussions with each other. The children develop very good first hand observational skills and talk very knowledgeably about the interesting objects on display which they have collected and helped label. The children and staff make very good use of digital photography not only to record their ideas but as a stimulus for further work and for highly motivating and well made worksheets.

52. The children regularly use computers both as an activity in itself and to support learning in other areas. They show good basic skills and a willingness to share ideas with each other. The teacher regularly uses role-play as a tool to help children understand and as an activity in itself. The outside area is used as a good resource for learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The children have regular access to good quality outside play equipment.
- Dance and physical education lessons are very challenging to children of all abilities.

Commentary

53. The children play confidently with a wide range of climbing, pushing, pulling and riding activities which are available through all of the day in the safe outside play area linked to the classroom. The teacher and teaching assistants set the children different challenges to make tasks suitably demanding to different abilities and there is a problem-solving element to much of the work.
54. The children show very good levels of care, imagination and accuracy in their dance work in the school hall based on the life cycle of a butterfly. The lesson is carefully planned and music is well chosen. The staff use a very good vocabulary which the children learn. The children are questioned closely to develop their understanding. The children's speaking and listening skills are very well developed as a result and behaviour is excellent.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Creative activities are challenging and meaningful to children of all abilities.
- Resources are very good and available space is used well.

Commentary

55. The staff make very good use of dedicated areas for creative craft activities. They make good use of high quality paint and drawing equipment and information and communication technology art facilities. The very good planning ensures that children's skills across a wide range of relevant activities are progressively developed. Children have good control of paint brushes, felt tip pens and crayons and take increasing pride and care in accurately colouring and shading. They plan their work so that collages, for example, are not based on random ideas but show careful selection of materials by colour and texture. The teacher provides the children with a very specific challenge in every task. For example, in their model making the children have to copy the design of another child reinforcing the work on symmetry.
56. The children regularly use drama and role-play in their work. Songs and rhymes are a regular part of lessons, although no specific singing activities were seen during the inspection.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Effective teaching is helping to raise achievement in writing.
- Pupils with special educational needs do well throughout the school
- Well-structured reading sessions help pupils achieve good standards in reading.
- Teachers' high expectations ensure pupils listen carefully; however there are missed opportunities to fully develop pupils' speaking skills.
- Pupils' do not always take enough care in presenting their work.
- Effective systems for assessing and tracking pupil's progress are in place.
- Teachers don't always advise pupils clearly enough on how to improve their work.
- Very good leadership and management have led to taking appropriate action to raise standards.

Commentary

57. Standards achieved by pupils by the end of Years 2 and 6 are in line with national expectations. Good teaching is helping to raise standards in pupils' writing and achieve good standards in listening and reading. Teaching is effective throughout the school ranging from satisfactory to very good. Teachers' detailed planning is in line with the national literacy strategy which helps lessons to proceed purposefully. Lessons carefully build on prior learning and clear explanations make sure pupils are left in no doubt of what they are about to learn. This helps pupils make good progress within lessons. Teachers and classroom assistants work closely together to provide well-matched activities for pupils with special educational needs so that these pupils achieve well. There has been satisfactory improvement since the last inspection.
58. Teachers ensure that pupils have opportunity to experience and practice a range of writing for different purposes. Clear explanations and demonstrations help pupils understand form and structure and write in the appropriate style. In a very good Year 6 lesson, effective use of the inter-active whiteboard and a well-led discussion helped pupils make very good progress in writing evaluative texts. They were able to write appropriate opening and final paragraphs and use 'hooks' effectively. One pupil wrote, 'With this information, I have evaluated the shirt and have reached the following conclusion.'
59. From an early age pupils receive a good start to the development of their reading skills. In a good Year 1 lesson a letter blends were taught in the context of spelling, which helped, pupils develop word-building strategies. Including them in a writing exercise later in the lesson reinforced these skills. Guided reading sessions are very effective because teachers' questioning helps pupils to remain focused on the text. This helped Year 4 pupils make very good progress in their understanding of the vocabulary of 'emotions' and the issues of old age. Similarly Year 6 pupils' understanding of the use of personification was developed well in a study of Thomas Hardy's poem 'Throwing a Tree'.
60. Good relationships and teachers' high expectations of behaviour mean that a good working atmosphere is generated within classrooms. As a result they concentrate well and listen carefully to the teacher and one another. Paired discussions are used frequently which makes a valuable contribution to the development of both speaking and listening skills. As a result pupils listening skills are good and pupils respond appropriately in discussions. However whilst there are some good examples of teachers' questioning which challenge pupils to explain and clarify their response this is not consistent across the school. This limits opportunities to further develop pupils' speaking skills and to extend their vocabulary.

61. The school has worked hard to improve its procedures for checking how well pupils progress. Pupils are tested regularly and this information is used well to place pupils into groups within classes or as discrete groups. This makes sure that pupils receive work that is well matched to their needs. Teachers mark pupils' work conscientiously and in the best examples identify areas for improvement. However this is not consistent across the whole school and there are few comments about the quality of handwriting and presentation. The care the pupils take in the presentation of their written work varies significantly. Where teachers make their high expectations very clear to the pupils even quick note taking is neat and readable. Sometimes, even amongst the oldest pupils, work is rushed and untidy and can lead to errors.
62. Leadership and management are very good because their analysis clearly identifies strengths and weaknesses in the subject. As such, the areas for development identified in a very detailed action plan, are well defined and appropriate. The school correctly concentrated its efforts on developing the expertise of staff in the teaching of writing and this is having a positive effect on the quality of pupils' writing. With the continued very good support from external agencies and by building on the very good practice within, the school is well placed to further raise standards.

Language and literacy across the curriculum

63. The development of English in conjunction with other subjects is satisfactory. Pupils use their word processing and graphic skills to present writing in various forms. Within other subjects pupils have opportunity to use and consolidate their writing, reading and research skills. They write extended reports, using bullet points, headings and sub headings, create mind maps, tabulate information and write notes in research. However there is no systematic planning for this so that standards in literacy across the curriculum do not make all the impact on learning it could.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good planning makes sure pupils make progress through their time in school.
- Pupils' interest in, and enthusiasm for mathematics is evident throughout lessons.
- Teachers' good subject knowledge combines with good questioning to include all abilities.
- The teaching assistants support for pupils with SEN is very good.
- Use of information and communication technology as a tool to support mathematical learning is developing but is limited at present.
- Opportunities for investigations and use of handling data in the context of pupils' lives are too few.
- Marking of pupils' work shows limited reference to their targets and how they can make the next steps to improve.

Commentary

64. Standards in mathematics are below national expectations for pupils by Year 2 and at the nationally expected levels for Year 6. The quality of teaching and learning is satisfactory. Overall, achievement is satisfactory although the more able pupils are not consistently challenged. At present, a significant number of teachers have not had the chance to learn from observations of good teaching to enable them to compare and contrast their own teaching styles.
65. Since the last inspection there has successfully introduced the daily numeracy lesson. From recent training and good support from their numeracy consultant, all staff now plan with consistency. In the more successful lessons, teachers question pupils of all abilities, asking

them to explain their reasoning and they give pupils time to answer. For example, in a very good Year 3 lesson the pupils were asked to partition hundreds, tens and units and explain their reasoning for their answers.

66. Direct support for pupils with special educational needs by teaching assistants results in the best lessons being very inclusive, where pupils of all abilities enjoy their mathematical experiences. In a Year 1 class, such support results in a pupil with a specific learning difficulty having access to all aspects of mathematical learning.
67. All staff at the start of lessons give a clear outline of both the learning outcome for that lesson and explain to pupils what is expected of them. Pupils respond to the use of correct mathematical vocabulary by teachers and their use of visual images as in a Year 1 class where the teacher uses large coins of different values to test the pupils' knowledge of their value.
68. Standards in mathematics for pupils in Year 1 and 2 are below expectations and could be higher as the work is not always challenging enough, particularly for the more able. This relates to teachers' expectation for what pupils could achieve in the time and also to the level at which work is set.
69. There are not yet enough opportunities for pupils to solve problems based on real-life settings and the skills required to independently investigate mathematical problems are not yet systematically taught. Teachers are making increasingly good use of Interactive White Boards to motivate pupils and express strategies more clearly. The pupils do not make full use of information and communication technology as a tool for learning in mathematics themselves, although good quality new software is being introduced.
70. Pupils have group targets, which are discussed with both themselves and their parents. Work is regularly marked and there are some good examples of guidance given to pupils, although this is not consistent or sharp enough yet. Standards of presentation of work vary widely.
71. Pupils behave well and show enthusiasm for the subject. Leadership and management of the subject are satisfactory. The good resources are used well.

Mathematics across the curriculum

72. Numeracy across the curriculum is satisfactory. It is evident in such subjects as information and communication technology, where pupils use their mathematical knowledge to produce pie charts of the gasses which compose the Earth's atmosphere in Year 6 and produce simple block graphs to show methods of travel to school. Within the school's cross curricular activities, pupils use many of the basic skills of numeracy such as weighing, measuring, estimating and predicting in such activities as baking, clay modelling and physical activities. Although mathematics plays a part in several subjects it is not yet systematically developed enough to make all the impact on standards that it could.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Although many lessons are based on practical investigations the progress pupils make in the relevant skills is not consistent.
- The curriculum is broad and pupils experience all aspects of the subject.
- The new subject coordinator is establishing good methods to monitor progress across the school and develop teaching and learning.

Commentary

73. Standards seen at Year 2 and Year 6 are broadly in line with nationally expected levels. There are indications of improving standards through the school. The subject has not been a priority for development because of the appropriate emphasis given to English and mathematics. However, good use has been made of analysis of previous test results to identify weaknesses and strong steps are being taken to address them. The curriculum has been recently revised and more emphasis placed on practical, first hand experiences.
74. The quality of teaching and learning is satisfactory overall. It is never less than satisfactory. In the best lessons, there is a good brisk pace established from the beginning and a clear sense of a purposeful investigative atmosphere. The pupils are encouraged to think scientifically. The reason for the lesson (the learning objective) is made clear to the pupils and recorded by them. Good resources are ready prepared and the challenge for all abilities is clear. In less effective lessons, the preparation is limited so not all resources are available and the pace of the lesson is lost. The teacher's questioning in these lessons is not sufficiently probing and does not make use of a suitable scientific vocabulary. In these lessons there is not enough challenge for the more able. They do not have enough to think about based upon their earlier learning.
75. Pupils are developing satisfactory skills for investigation overall. There is now a framework for pupils to base their recording and planning on and this is showing good signs of improving standards, particularly in Years 4 and 5 where it is supported by good marking systems. However, observational skills and those for deductive reasoning and research are not consistently developed to enable the most able pupils to achieve the highest standards. There is some use of mathematical skills such as data handling used in science but accuracy and precision in measurement is not a strong feature. There is a sound programme of revision and appropriate use of homework for older pupils in Years 5 and 6.
76. The subject leadership has been uncertain in the past and staff changes have hampered improvement as well as achieving priorities of the school improvement plan. The subject coordinator shows good leadership skills and has a good plan of action for developing monitoring in the subject and there are good assessment processes in place. The coordinator identified large gaps in the curriculum planning when she started eighteen months ago. She quickly addressed this and the curriculum is now suitably broad and progressive. She has also established targets for achievement in science which are shared with pupils and parents on a regular half termly basis. The subject is well placed for future improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers' planning ensures a clear focus to all lessons.
- Effective use of the computer suite enables all pupils to explore the technology available.
- Very good support for pupils with special educational needs results in their active participation in lessons.
- Resources for information and communication technology are good.
- Teachers' subject knowledge and technical ability helps to enhance their range of teaching styles.
- The use of information and communication technology to support learning in all subjects is limited.

Commentary

77. Standards in information and communication technology for all pupils are satisfactory. Well-managed timetabling and use of a new computer suite results in all pupils showing enthusiasm to explore the new technology. Whilst teachers' planning of information and communication technology lessons is consistent across the whole school, pupils are not challenged to use their skills both in such lessons and across the other subjects in the curriculum with the result that computers are not yet a regular tool for learning.
78. All staff have made good use of recent in service training to improve the quality of teaching, which is demonstrated in good use of interactive whiteboards that are present in every classroom. Due to well planned lessons, pupils receive a good balance of direct teaching of new skills and opportunities for exploration of the technology available. In a good Year 2 lesson, pupils demonstrate their abilities to change the style and font of their writing.
79. In information and communication technology lessons, use of resources is very effective with all pupils demonstrating confidence to explore new technology. Modelling and demonstrating are well used with teaching assistants providing good support for those pupils with special educational needs.
80. Pupils thoroughly enjoy their time in the computer suite. They co-operate effectively with each other, with lots of animated discussion taking place during lessons.
81. Computers in classrooms are less well used to support learning in other subjects, particularly opportunities for independent research and inquiry. Whilst software resources are good, these have yet to be integrated into all teachers' planning as a tool to support learning.

Information and communication technology across the curriculum

82. This is broadly satisfactory but there is room for improvement. In the majority of lessons seen, pupils do not use information and communication technology to support their learning. However, other subjects are used in work in the computer suite. Some use of digital cameras is made to record local visits and events, such as trips to places of local interest and an outdoor education trip with Year 5/6 pupils, as well as to record sports and team games. Pupils use the technology to produce effective slideshows of Viking life. Cross curricular use of information and communication technology is most evident in the word processing of pupils' writing, with poems, stories and reports of current events being covered. Of greatest note is a Year 6 pupil's "news programme" on the recent Asian tsunami disaster. This good standard of work is uncommon, as is the level of challenge to all pupils in the subject.

HUMANITIES

83. No teaching was observed in **geography** and it is not possible to make an overall judgement on provision. Limited evidence was obtained from a scrutiny of work and discussion with pupils.
84. Some evidence of pupils' work is displayed in studies of rivers and the properties of rivers, as well as the uses of water. Pupils draw simple maps to show how a key works and information on local rivers is written.
85. Only one lesson and a part of a lesson were observed in **history** and there was insufficient evidence to form an overall judgement on provision. Other evidence was obtained from a scrutiny of pupils' work and school planning. The curriculum appears to be reasonably broad and balanced. By Year 6 pupils have a sound understanding of chronology and of primary and secondary sources. Their research skills are not highly developed. The pupils are interested in the subject and have positive attitudes. There was good provision for pupils with special educational needs in the lesson seen because of the skilful questioning of the teaching assistant. Although there is history work on display in several classes it is not always based

on the pupils' own achievement. The subject makes satisfactory use of information and communication technology for Internet research and some use of data handling.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers make clear the purpose of the lesson to pupils.
- Discussions could be more challenging and imaginative to deepen pupils' understanding.
- Pupils are encouraged to apply the values they study to everyday life.
- First hand opportunities to learn are limited by a lack of visits and visitors.

Commentary

86. A discussion with pupils and scrutiny of work indicate that by the end of Years 2 and 6 standards are in line with those outlined in the East Riding Syllabus.
87. Only two lessons were observed and in both cases teaching was satisfactory. In both lessons the objectives of the lesson were clearly displayed and outlined so that pupils knew where the lesson was going. In a Year 1 lesson pupils were encouraged to share their thoughts on precious things in their lives and in churches. This helped them to appreciate what was of value in their lives and begin to understand the purpose of different objects in churches. However discussions needed to be supported by visual images to stimulate pupils' imagination and encourage them to share their feelings and ideas with one another. Role-play was used well in a Year 3 lesson to explore 'what makes a hero'. However, in discussions, higher ability pupils were not challenged to explain and clarify their responses. This was a missed opportunity to deepen their understanding of personal characteristics.
88. By Year 6 pupils have a sound understanding of the beliefs, teachings and practices of major religions. They are aware of the major festivals of different belief systems such as Christmas, Easter, Passover and the Hindu festival of Wesak. By studying the lives of famous people such as Desmond Tutu and Ghandi and reflecting on turning points in their own life they develop an understanding of their own place in the world and the contribution they can make. A study of stories and events such as The Good Samaritan and The Sermon on the Mount help them to understand how religion can provide guidance on how they should live their life. Visits to the local church and from the vicar make a contribution to the spiritual life of the school. However visits to other places of worship and from other denominations are not evident and this limits pupils' first hand experience of other cultures and belief systems.
89. The subject leader is newly appointed and full of enthusiasm. A good start has been made in that a review and audit of subject resources have been completed. She has yet to monitor standards but plans to revise the school policy in line with the East Riding Syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. No lessons were seen in design and technology, music and physical education and it is not possible to give an overall judgement on provision. Evidence was gathered from discussions with pupils, scrutiny of work and planning and observations of hymn singing.
91. Judging from pupils' work standards in **design and technology** are satisfactory in Year 2 and 6. By the end of Year 2 they have used simple slide mechanisms in creating a moving picture and made simple musical instruments. By the time pupils reach Year 6 they have had opportunity to experience a wide range of activities. Pupils have generated an idea based on evaluation of the structure and purpose of a product such as a bag. They have planned and designed a hand puppet and drawn appropriate labelled diagrams and then marked and cut

out materials and joined by sewing. In food technology they make biscuits and fully evaluate the finished product. Thus all strands of design technology are addressed.

92. In **music** no direct teaching was observed during the inspection and it is not possible to make an overall judgement on provision. Standards in singing are satisfactory. There is a comprehensive scheme for the teaching of music. Opportunities exist to develop pupils' appreciation of music. Music is used to support work in art and sometime played in the background during lessons. It is played as pupils enter the hall for assembly and pupils listen attentively. Pupils sing enthusiastically and tunefully in assembly and hymn practice. Analysis of past work indicates that pupils have opportunity to compose and perform work as in a descriptive piece of a storm. Visiting performers develop pupils understanding of different instruments. Within the Creative Context timetable pupils have opportunity to learn to play the recorder. In addition pupils are given the chance to receive brass or woodwind lessons.
93. Only one lesson was observed in **physical education**. Good attention was paid to pupils' understanding of health and safety in physical education. A spacious hall was well used for this lesson. Pupils displayed good habits of behaviour. They enjoyed the catching and throwing games played, with effective appreciation of the use of space when being marked. The teacher made good use of pupils to demonstrate good practice.
94. Team games such as football and rugby for boys and girls, swimming and outdoor education are all present in the physical education curriculum. Good use is made of local coaches and clubs who regularly support teaching activities in school. From timetabled evidence, there are good indications that all pupils receive a balanced diet of physical education in their time in school.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils have opportunity to develop their skills in the context of other subjects.
- The subject makes a valuable contribution to the development of pupils' social skills.
- Visual images are not consistently used to stimulate pupils' imagination.
- Display could be used more to celebrate pupils' achievement.

Commentary

95. Standards by the end of Years 2 and 6 are satisfactory. Scrutiny of pupils' work, teachers' planning and photographic evidence indicate that all aspects of the subject are covered and pupils have opportunity to experience working with different materials. In addition to using a range of media to draw and paint, pupils create collages and wall hangings and work in three dimensions. Visiting artists provide stimulation for example in creating a stained glass window and producing a model wizard.
96. Teachers provide opportunities for pupils to use and develop their skills within other areas of the curriculum. In history pupils create collages illustrating Tudor clothing and construct models of Viking longships. Music provides a stimulus for a wall hanging based on Mussorgsky's Night on a Bare Mountain. Pupils' sewing skills are developed in creating a sewing collage based on physical activities. Graphic tools in information and communication technology provide opportunities for pupils to develop their design skills

97. The school is showing some imagination in the integration of art and design within the 'Transformations' project and within the Creative Context element of the timetable. In a Creative Context lesson, Year 1 to Year 6 pupils cooperated well as they developed their understanding of using colour washes to compliment and contrast colours. Social and moral skills were developed well as the older pupils helped and cared for the youngest pupils. A very good element of this lesson was the use of images by Andy Warhol to stimulate pupils' imagination and also a careful demonstration of how to correctly apply colour washes. However at times insufficient focus is given to the art and design element. For example in the 'Transformations' project Year 2 pupils had opportunity to use and refine their measuring skills in designing a flower garden. But there were no visual stimulants to fire their imagination as they designed flowers and rocks. As a consequence pupils were engaged in low level activities of drawing round templates and cutting out shapes and made no progress in their creative skills.
98. Displays of pupils' work make a valuable contribution to the general appearance of the school. However more use could be made of them to recognise and celebrate pupils' work and thus raise pupils' pride in their own achievements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

99. The school is very caring and has established good procedures to promote the general well being of pupils. Healthy living is seen as a high priority and the pupils recognise this. There is appropriate planning for personal, social and health education and good support for social and emotional development through circle time activities and the Emotional Literacy project.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).