

INSPECTION REPORT

STOCKWELL PRIMARY SCHOOL

Dodswell Grove, Greatfield Estate

KINGSTON UPON HULL

LEA area: Kingston Upon Hull

Unique reference number: 117819

Headteacher: Mrs L Cobb

Reporting inspector: Mr G Lund
1948

Dates of inspection: 12 June - 15 June 2000

Inspection number: 191625

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	County
School category:	Infant and Junior
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Dodswell Grove Greatfield Estate Kingston Upon Hull
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Gary Dunlin
Date of previous inspection:	13 - 16 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Lund	Registered inspector		The characteristics of the school
			How high are standards?
			How well are pupils taught? - teaching and learning
Mrs S Boyle	Lay inspector		Attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr D Lowes	Team inspector	Mathematics	How good are curricular and other opportunities?
			How well is the school led and managed?
Mrs K Fiddes	Team inspector	Music	Under Fives
		Religious Education	
Mrs P Waite	Team inspector	Science	
		Information Technology	
Mrs T Woods	Team inspector	Art	Equal Opportunities
		Design Technology	Special Educational Needs
		History	English as an additional language
Ms J Sheraton-Wright	Team inspector	English	
		Geography	
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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stockwell Primary School has 372 pupils on roll, aged 3-11, and has 39 full-time equivalent nursery places, providing part-time education; there are approximately an equal number of boys compared to girls on roll. The school is above the average size for primary schools, nationally, and all pupils are of white ethnic-origin backgrounds. There are no pupils who speak English as their second language. The school serves a large, mostly council owned housing estate on the eastern side of Kingston-upon-Hull. There is high mobility amongst residents resulting in high turbulence in the school population. Attainment on entry to the nursery is well below the expectations for children of this age. Overall, forty per cent of pupils are eligible for free school meals; this is well above the national average. Twenty five per cent of the pupils are identified as having special educational needs mostly for learning difficulties; this is above the national average. Four pupils have statements of special educational needs, in-line with the national average.

HOW GOOD THE SCHOOL IS

The school is effective in ensuring pupils' achievement overall is satisfactory. The recently appointed headteacher and deputy headteacher, saw their immediate priorities as being to improve pupils' behaviour, their attendance and attitudes to the school to create a positive approach to learning. They have provided good leadership and management and have been successful, particularly with improving behaviour, which is good. The school has identified relevant priorities, to improve standards and the quality of teaching. By the time pupils leave the school their attainment is below the levels expected and below national averages in English, mathematics and science. Senior staff and curriculum leaders have been working successfully to improve the quality of teaching and have achieved some success, most notably in the teaching of pupils with special educational needs. Overall, teaching is satisfactory but needs improving further, particularly at upper key stage 2. The current governing body gives good support to the school and is now much more involved than they had been for two years following the last inspection. The school is now in a good position to move forward and raise standards and achievement. The school provides satisfactory value for money.

What the school does well

- Has improved attendance, halving the percentage of authorised absences.
- From a very low starting point ensures pupils' achievement is good in the nursery and at key stage 1, including reception.
- Provides good support for pupils with special educational needs that ensure they make good progress.
- Ensures pupils' behaviour is good in lessons and as pupils move around the school.
- Tests pupils regularly and keeps good records of pupils' performance to show their improvement.
- The headteacher, senior staff and governing body provide good leadership and management.
- Has good systems for identifying priorities for development and planning appropriate action to be taken, currently focusing on improving standards and the quality of education provided.
- Provides pupils with good teaching and resources for information and communication technology.
- Teachers provide a good range of extra curricular activities for the oldest pupils.

What could be improved

- Standards attained throughout the school in English.
- Standards and the teaching of investigative and experimental science throughout the school and the quality of the scheme of work used by teachers.
- Standards in mathematics at the end of key stage 2.
- The quality of teaching overall but particularly at upper key stage 2, by teachers using the information gained on pupils' progress in one lesson to plan the next lesson, or sequence of lessons, ensuring pupils learning is continuous and that they make progress.
- Giving regular feedback to pupils on their progress; setting them individual learning targets to improve standards and ensuring that they take the required action to improve.
- The amount, quality and consistency of homework given to pupils.
- The effectiveness of the governing body in checking and judging the work of the school to ensure that plans are being implemented and to determine how successful action taken has been particularly on improving standards and the quality of education provided.
- Increase the opportunities parents have to visit the school on less formal occasions.
- Provide opportunities for parents to be more involved in their child's education at home; providing them with information concerning their child's learning targets; providing advice on how to support their child and regular updates on the progress their child is making with the targets.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall satisfactory improvement has been made since the last inspection. Despite standards falling in last year's key stage 2 tests, this was against the overall improvement gained in the previous three years when standards rose in consecutive years. Improvement overall for the past four years has been in line with the national trend. The school's performance at key stage 1 in the past three years has been close to the national average for writing and science but fell below last year. Standards in reading have fallen for the past three years. The percentage of lessons where teaching is judged to be very good or better has improved. The school has improved its systems for testing pupils and keeping records of their progress. The use teachers make of these results and other assessments, including the marking of pupils' work to plan future lessons has not been improved. One result of this is that insufficient progress has been made on raising standards in lessons throughout the school in English and science and at upper key stage 2 in mathematics. The level of achievement in the nursery and at key stage 1, including reception has improved from satisfactory to good. Good improvement has been made in the quality of education and resources provided for information and communication technology and design and technology. Resources for the teaching of English have not been sufficiently improved. The quality of the school's development plan has improved and the governing body is far more involved in shaping the direction of the school. Significant improvement has been made to the level of attendance; the number of authorised absences has been halved.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	E
Mathematics	E	D	E	C
Science	E	C	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall standards require improvement throughout the school. In the 1999 national tests for eleven year olds, standards were well below the national average in English, mathematics and science. In comparison to similar schools, standards were well below their average in English; below in science and in line with the average in mathematics. In the past three years, English results have fallen, whereas in mathematics results have improved for three consecutive years. Results in science, after improving for three consecutive years fell last year, due to the very much higher than normal number of pupils in the cohort having special educational needs. In the lessons observed at the end of key stage 2, standards in English, mathematics and science are below the level expected. Standards are particularly below expected levels in reading, writing, solving mathematical problems, applying mathematics to everyday situations and investigative and experimental science. In all other subjects, including religious education, standards are line with expectations, except geography where standards are below the expected levels, particularly map reading skills. As pupils progress through key stage 2 what they manage to achieve in relation to their ability is good in years 3 and 4, but their level of achievement slows in years 5 and 6 and overall is unsatisfactory.

The school's results in national tests for seven year olds were well below the national average in reading and below the average for writing and mathematics. In comparison to similar schools, results were broadly in line with the average for reading and well above the average for writing, mathematics and science. Results for reading and mathematics show a downward trend in performance in the last three years; this is against the national trend. In writing, after two years of improvement, matching national averages, results fell below last year. In the lessons observed at the end of key stage 1, attainment is below the level expected for speaking and listening and reading, but in line for writing. Attainment in mathematics and science is in line with national expectations. Pupils are attaining above the national expectation in music and in line with the levels expected in religious education, information technology, design and technology, art and physical education. In geography, attainment is below the level expected. The level of improvement and achievement made by pupils of different abilities from reception to the end of key stage 1 is good. The best improvement is occurring in the development of pupils' knowledge and understanding of letter sounds to help them recognise words they cannot read; their understanding of number and use of computers.

At the end of nursery provision, children are attaining the levels expected in the areas of personal, social, creative and physical development, but below the expected levels in the remaining areas of learning, including use of language, reading, writing and mathematics. During their time in the nursery, children improve and the level of achievement by the end of the nursery is satisfactory. The best achievement is in personal, social, physical and creative development; their use of computers; science and the ability to design and make objects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Good progress particularly in the nursery
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons however behaviour in the playground of a minority of pupils is sometimes unsatisfactory.
Personal development and relationships	Satisfactory. The school is helping pupils to mature. Relationships are mostly good and pupils show care and concern for others.
Attendance	Satisfactory, very good action taken to improve attendance.

The school has worked very hard to improve behaviour and attitudes. This has developed a calm, orderly and supportive climate that is contributing to further improving achievement and attainment.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall teaching is satisfactory. In all lessons, eighty nine per cent of teaching is satisfactory or better. In the nursery and key stage 1 ninety two percent is satisfactory or better, compared to ninety four percent at lower key stage 2 and eighty one per cent at upper key stage 2. Teaching at upper key stage, therefore is unsatisfactory. Teachers in the nursery and at key stage 1, including reception, are good at teaching English and mathematics. At key stage 2, the teaching of reading and writing requires some improvement. Mathematics is taught better at lower key stage 2, compared to upper key stage 2. All teachers are good at teaching information technology. The strength of teaching overall is teachers' management of pupils in lessons. They ensure good behaviour and make pupils concentrate and work hard. Teachers need to improve the uses they make of assessments, including marking, to help them plan future work that meets the needs of all pupils and to set pupils learning targets. Overall, teachers ensure pupils with special educational needs make good progress. Other pupils make satisfactory progress in the nursery and good progress at key stage 1, including reception pupils and lower key stage 2. Pupils at upper key stage 2 are making unsatisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad, balanced curriculum, made more relevant by good use of visits and visitors to the school and enhanced by a good range of extra curricular activities. The curriculum provided for science is unsatisfactory.
Provision for pupils with	Good. The code of practice is fully implemented and the investment in

special educational needs	additional adult support is proving to be very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for social and moral development is good. Opportunities are used productively to teach pupils about social and moral issues and they respond positively in their conduct. Spiritual and cultural development is satisfactory. Opportunities are used in assemblies and in lessons to explore feelings and raise awareness of their own and other cultures. Provision for multi-cultural development requires some improvement.
How well the school cares for its pupils	Good. Excellent at ensuring attendance and very good at ensuring good behaviour in lessons. Good personal development of the pupils and special needs provision. Records kept on pupils' performance in tests is satisfactory, but the use of this information is unsatisfactory.

The school has tried hard to work in partnership with the parents but met with little success and overall the partnership is unsatisfactory. The majority of parent's have a very positive view of the school and the quality of the information they receive is satisfactory. However, the effectiveness of the school's day to day links with parents and the involvement of parents on the work of the school is unsatisfactory. The parents make a poor contribution to children's learning at home. Further attempts, involving more creative strategies are required to improve the partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Leadership strategies being used are effectively making up for lost time after the last inspection, when little was done for almost two years. Headteacher now providing clear educational direction. Key staff starting to make good contribution to the development of teaching. Very good commitment to school improvement. Very good support given to staff.
How well the governors fulfil their responsibilities	Good support in shaping the school's future through the development plan. Need to ensure key issues and priorities are monitored for completion and evaluated for impact on the school's performance.
The school's evaluation of its performance	Good. Strategies only introduced recently. Senior staff and curriculum leaders now observing teaching and evaluating pupils' progress placing school in good position to improve. Evaluation of impact of actions on raising standards and quality of education needs to be undertaken.
The strategic use of resources	Good. All funding made available is used economically and effectively for the specific purposes it is intended for. The school's budget is well used to support teaching and learning, particularly special needs. The extent to which the school applies the principles of best value is satisfactory; comparison of performance and spending of similar schools would enhance the process.

The governors have appointed a sufficient number of well-qualified staff to meet the demands of the curriculum. Adequate learning resources are available for all subjects with the exception of English; more fiction and non-fiction texts are required to offer a wider range of reading and more listening tapes are required in the nursery and reception classes. The school provides good accommodation. The accommodation provided by the two temporary classrooms is unsatisfactory, there is no water available and they are in a poor state of repair. The current governing body provide good support to the school. Governors monitor literacy, numeracy and special educational needs. However, the governing body has not monitored the implementation of the issues raised in the last inspection. Insufficient progress has been made on these issues considering the time-scale and therefore monitoring has been unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school; they are happy and make good progress. • The headteacher and staff are very dedicated; their teaching is good and they make the children work hard. • The headteacher and staff are very approachable and take an interest in parents and children; they listen to their concerns and want them to be happy. • Good behaviour in the school. 	<ul style="list-style-type: none"> • More less formal opportunities to meet with the teachers and work with them to support children's learning. • The quality, range and interest level of reading book, including the reading scheme. • The frequency and amount of homework needs to be consistent. • Activities outside lessons for younger children.

The inspectors agree with the positive views expressed by the parents. With regard to what parent would like to see improved, it would help communication with parents and encourage them to participate in the work of the school and their children's learning if parents had opportunities to come into school more frequently.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In lessons observed and work examined standards are below the levels expected for the age of the pupils. The standards attained by the school in the 1999 national tests for seven and eleven year olds are below the national averages. Pupils' achievement, in relation to their ability, as they move through each stage of education is satisfactory overall. Achievement is good in the nursery and at key stage 1, including reception; at key stage 2, achievement is maintained in years 3 and 4 but slows at years 5 and 6 and is therefore unsatisfactory.
2. In the key stage 2 tests results were well below the national average in English, mathematics and science. The percentage of pupils who attained the higher than average level, level 5, was below the national average in mathematics and well below the average in English and science. The performance of boys compared to girls was not significantly different except in science, where the boys slightly out-performed girls.
3. In comparison to the performance of similar schools nationally, results in English were well below the average. In mathematics, results were broadly in line with the average for similar schools and in science they were below the average. Combining the performance in all three subjects, the school was below the average for similar schools.
4. The trend in the school's performance at key stage 2 is varied. In English, results have declined over the past three years, widening the gap between the school and the national averages. In mathematics, results have improved for the fourth consecutive year, but are still below the national average. In science, three years of significant improvement brought results that were in line with the national average, but last year they declined significantly, against the national trend. The overall trend at key stage 2, combining the school's performance in all core subjects for the past four years, is broadly in line with the national trend, showing a steady improvement in standards, overall. The fall in standards in the last academic year, compared to previous years, was mainly due to the cohort having a larger percentage of pupils with learning difficulties than is usual for the school.
5. Lesson observations and an examination of pupils' work show that standards attained by the end of the key stage 2 are significantly below the level expected. In approximately one in three observations attainment is below and well below the level expected. In half of the lessons it is in line with expected levels. Standards in English, particularly reading and writing; mathematics, most notably problem solving and using and applying mathematics and science are all below the level expected. Standards in information and communication technology, religious education, music, design and technology, physical education and art are in line with the level expected. Standards in geography are below the levels expected.
6. Overall, the achievement of pupils as they progress through the key stage is unsatisfactory. At lower key stage 2, pupils are given a good start and overall they are making more progress in lessons, compared to those at upper key stage 2. This is due mainly to the better quality of teaching that is challenging pupils. Progress is not being maintained in lessons as pupils move through the key stage and the rate of overall achievement slows as teachers are not sufficiently planning lessons that meet the needs of all pupils.

7. In English, achievement is good in the development of speaking and listening skills, however, achievement in reading and writing is unsatisfactory across the whole of key stage 2. There are insufficient structured or time tabled opportunities made to teach reading and for pupils to read with teachers. This was a concern expressed by parents at the meeting before the inspection and is substantiated by the inspection team. In writing, pupils find it difficult to write at length and both spelling and handwriting are poor.
8. Achievement in number is satisfactory, but the poor reading skills inhibits many pupils' achievement when they are asked to work out problems involving reading or to be more imaginative and apply mathematics to real situations. Achievement therefore in these areas is unsatisfactory.
9. In science, pupils' achievement is unsatisfactory, hampered by inappropriate interpretations of the national curriculum programme of study and the work presented not being suitable for the age or ability of the pupils. Pupils' knowledge and understanding of science and their experimental and investigative skills are under-developed.
10. The best achievement at key stage 2 is in information and communications technology, which is a significant improvement compared to the last inspection. Achievement is also good in religious education, music, design and technology, physical education and art. Achievement made in geography is unsatisfactory.
11. At key stage 1, results in last year's national tests were well below the national average for reading and below the national average for writing and mathematics. Based on teacher assessments, results in science were broadly in line with the national average. The percentage of pupils who attained the higher than average level, level 3, was well below the national average in reading, writing and science and close to the national average in mathematics. Boys out performed girls in writing, but in other subjects, there were no significant differences in their comparative performance.
12. In comparison to the performance of similar schools nationally, results were broadly in line with the average for reading and well above the averages for writing, mathematics and science. However, a significant percentage of pupils failed to attain the scores within the upper band of the average level, (level 2a and 2b). As a consequence, compared to similar schools the school's performance in reading was below average, but in line with the average for writing and mathematics.
13. The trend in the school's results for the past four years at key stage 1 shows a decline in the school's performance in the last three years in reading and mathematics, this is against the national trend. In writing, after improving results for three consecutive years, to be in line with the national average, the school's performance declined last year; results were below the national average and against the national trend in performance.
14. In lessons and in pupils' work standards by the end of key stage 1 standards in English are below the level expected for speaking and listening and reading, but in line with expected levels in writing. In mathematics, attainment is broadly in line with expectations, particularly pupils' understanding of number. Attainment in science overall, is broadly in line with the level expected but attainment in practical investigation and experimental work is below the level expected. In information and communication technology, religious education, design and technology, art and physical education attainment is in line with the national expectations. In music attainment is higher than expected by the end the key stage; in geography attainment is below the level expected.

15. Considering the level of attainment was below the level expected on the baseline test, administered when the pupils were five, and that standards attained by the end of key stage 1 are mostly in line with the levels expected or above in nine out of ten lessons; the rate of achievement made by pupils of different abilities is good. Achievement is good in the development of speaking and listening and writing skills and satisfactory in reading, particularly in pupils' knowledge and understanding and use of phonics.
16. Attainment on entry to the nursery is well below what is expected for the age of the children across all six areas of learning; due the delayed development of their speaking and listening skills. In nearly four out of ten lessons observed, attainment is below the levels expected. Attainment in personal and social development; creative development and physical development is judged to be in line for most children to attain the Desirable Learning Outcome by the age of 5. From such a low starting point on entry to the nursery, children's achievement in these areas is good. In language and literacy, mathematics and their knowledge and understanding of the world, attainment is below the levels expected but achievement is good. Most children will not attain the Desirable Learning Outcomes in these areas, however achievement in information and communication technology, science and design and technology is good. Overall, children's achievement by the end of nursery is satisfactory, in relation to their ability. However, their performance in the LEA's baseline assessment shows attainment to be below the level expected for five year olds.
17. Since the last inspection, the school has further developed and extended the use of standardised assessment tests and improved the recording of pupils' attainment in these and national tests. The procedures used, permit good tracking of pupils' progress in the core subjects and this informs target setting. Evidence presented in the school's performance data and gained by inspectors during the inspection, indicates that the school is on line to exceed the key stage 1 targets and meet the targets set at the end of key stages 2 for English and mathematics and to exceed targets set for science. Projected key stage 2 targets for 2002 and beyond could be made more challenging, based on evidence seen at lower key stage 2 during the inspection.
18. The achievement of pupils with special educational needs as they move through the school is good. The best progress takes place in literacy and numeracy lessons, when work is matched to the pupils' needs and good support is provided by adults. Progress and achievement are sometimes limited in other subjects because work is not appropriately matched and is often too difficult for pupils to understand. Pupils are making good progress towards individual targets, aimed at improving behaviour. Overall the number of pupils on the special needs register is falling, a strong indication of the school's successful special needs provision.

Pupils' attitudes, values and personal development

19. Pupils' attitudes to the school are satisfactory. In the nursery, children show a marked improvement in their attitudes from when they started. Across the whole school the most pupils are interested in their lessons and try hard. Most pupils are keen to answer questions, and they listen well to their teachers and to other pupils. When provided, they enjoy the opportunities for extra-curricular activities, and to take responsibility, for example, representing other pupils on the school council. However, not all pupils demonstrate a pride in their work, often partly due to teachers not consistently demanding high standards of presentation.

20. Behaviour in the school is good, a view also expressed by the majority of parents prior to the inspection. Pupils behave very well in lessons and around the school, and they do as their teachers tell them. They are polite and show consideration for others. For example, without prompting, they stand back to let adults pass through doors in front of them. In lessons, they behave well and show respect for each and for the books, materials and equipment they use. However, their behaviour in the playground is sometimes unsatisfactory. Much of the play is rough, and this sometimes leads to fighting. The school punishes pupils who misbehave by keeping them in at playtimes. This works on one level, because pupils cannot misbehave if they are inside. However, this form of punishment is not being used productively to teach self-discipline or to reflect upon their behaviour. Bullying does occur occasionally, often as a result of something that has happened out of school. However, pupils know they should go their teacher if they have a concern, and they and their parents are confident that the school deals appropriately with any bullying that does occur.
21. Exclusion rates are high but are significantly lower this year than for the previous year. The school's behaviour policy is proving to be effective and it provides clear guidance about the use of exclusion. There are a number of pupils who have significant behavioural problems, and for them exclusion is proving to be effective.
22. Pupils' personal development is satisfactory and nearly all parents express the view that the school is helping pupils to become mature and responsible. Pupils are friendly, open and willing to chat to adults. Older pupils sensibly help and show caring concern for younger pupils; for example, they look after them if they have had an accident in the playground. Pupils like to help their teachers; for example, they are keen to be chosen to take the register to the office. However, opportunities for pupils to take responsibility and contribute to the school community were not observed on many occasions during the inspection. Pupils can organise and plan their own work when asked to do so, but again, opportunities to do this were limited.
23. Relationships in the school are good. When children first start in the nursery they do not play well together, but by the time they start in reception, most pupils get on well with each other and show appropriate respect for others. Pupils are willing to help and support each other. Pupils generally relate well to their teachers. Many teachers listen to pupils, value what they say and have established effective relationships with them based on mutual respect. However, some teachers in their efforts to maintain good discipline are sometimes quite harsh and reprimand pupils about seemingly minor issues. Pupils are developing a greater awareness of the beliefs, feelings and values of others. Good examples of this are in circle time when pupils listen carefully and sensitively to what others have to say. Opportunities to value the beliefs of others would be enhanced by more meaningful multi-cultural experiences.
24. These findings are mostly similar to those of the last inspection. The headteacher and deputy headteacher have worked hard with the staff to further improve pupils' behaviour and this has had a positive effect in securing both improved behaviour and more positive attitudes to the school.
25. The school makes every effort to encourage pupils to come to school and attendance is satisfactory. Unauthorised absence is quite high but the school is rigorous in following up absences and scrupulous in its reporting of unauthorised absence. Lessons begin on time and most pupils are punctual, although there are a small number of pupils arriving late each morning. The school gives good,

individual support to the few pupils who are regularly and persistently late or whose attendance is poor. Attendance rates are higher than they were at the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching is satisfactory throughout the school. The impact teaching has on pupils' learning is satisfactory for the under-fives and at key stage 2. At key stage 1 teaching is having a good impact on learning.
27. Teaching, overall, is judged to be satisfactory or better in eighty nine per cent of lessons observed. Since the last inspection, the percentage of lessons judged to be very good or better has increased; and the number of lessons judged to be unsatisfactory has reduced slightly. The impact of the teaching on pupils' learning, including the progress they make in lessons, is judged to be in the same proportions as teaching. Teaching is best at key stage 1, including reception and lower key stage 2, where only one lesson in each stage was judged to be unsatisfactory. Teaching at upper key stage 2 is unsatisfactory.
28. Teaching in information and communication technology is the strongest throughout the school; in all the lessons observed, teaching is judged to be good or very good. Teaching is mostly good throughout the school in mathematics, design and technology and music. The teaching of English is more variable. It is mostly good for the under-five children and at key stage 1 and satisfactory overall at key stage 2. In all other subjects observed, including the areas of learning for under-five children, science and religious education teaching is satisfactory overall.
29. Since the last inspection, teaching in information and communication technology has improved across the whole school and consequently most pupils in relation to their ability make good progress in lessons and their achievement is good as they move through the school. ICT is being used in some lessons to support teaching in other subjects; for example, in a year 2 lesson on number bonds ICT was used effectively to support a group of pupils with special needs. In contrast, the quality of teaching in science has not been maintained and overall is unsatisfactory at both key stages leading to unsatisfactory progress by the pupils. The quality of the teaching of reading is unsatisfactory compared to writing throughout the school; the teaching of writing requires improvement at key stage 2. The teaching of mathematics is good at key stage 1 and lower key stage 2 and satisfactory at upper key stage 2. The quality of teaching in all other areas of learning and subjects, and religious education has been maintained to a satisfactory level. However, in some subjects it was not possible to see sufficient lessons during the inspection to make secure judgements.
30. The main strength of the teaching observed is the teachers' management of the pupils, which is good. In all lessons judged to be satisfactory or better teachers exercise their authority clearly and fairly throughout the lesson. They ensure pupils concentrate and complete set-tasks in an appropriate amount of time. Teachers support pupils and intervene according to the needs of individuals and groups to promote learning and progress, particularly at key stage 1. In the best lessons, teachers are able to inspire and interest pupils, such as a music lesson at key stage 1 discussing examples of African music and a lesson in year 6 investigating symmetry. Teachers are able to gain the trust and respect of the pupils and consequently they make gains in their learning, acquiring new skills, knowledge and insights into the subject they are studying. In a year 6 history lesson, for example, pupils studying Britain during World War II were, at first, reluctant to join in a teacher led whole class discussion, but through a sensitive approach adopted by the

teacher and the build up of trust, pupils gained confidence that their suggestions would be treated with respect. Consequently, they made good contributions, leading to a good discussion on the conditions experienced by evacuees, and broadened their knowledge and understanding, and made good progress in the lesson.

31. Unsatisfactory teaching is characterised by teachers not making use of on-going assessment to inform the planning of future activities for individuals or groups of pupils, in relation to their ability. This includes focused observations of specific pupils, planned assessment activities, the marking and analysis of pupils work produced in lessons and the analysis of test data. This is particularly evident in science lessons at both key stages and English and geography lessons at key stage 2; consequently, pupils' progress is inhibited. Throughout the school teachers make insufficient use of plenary sessions in literacy and numeracy lessons and discussion time in the nursery to evaluate pupils' progress. Assessment of pupils' knowledge and understanding and diagnosing their problems ensures future lessons can be planned to meet the needs of individual pupils, either planning the extra support required or the next steps in the learning process. Across the school, insufficient feedback is given to pupils to help them assess their own progress either through discussion or comments made when marking of work. Areas for further improvement are not always identified or individual targets set for pupils. The tendency throughout the school is to plan a sequence of lessons, to fulfil the scheme of work, but not to revise or restructure lessons as a result of assessing pupils' needs. Coverage of the subject content is given the priority, rather than consolidation of pupils' learning and therefore both teaching and its impact on pupils' learning are unsatisfactory
32. More able pupils are often given work that is not sufficiently differentiated to challenge or inspire them, but when this does occur they make good progress. For example, in a year 1 literacy lesson on phonics more able pupils working on 'oa and 'ow' sounds in words were enthusiastic and imaginative in their choice of words obviously building on knowledge gained in earlier lessons. They enjoyed the fun of the language and made good progress. Similarly, pupils in a year 1 numeracy lesson found challenge and enjoyment adding nine to numbers by first adding ten then subtracting one. They used previous learning and experience to solve the problem and made very good progress in the lesson. In contrast a science lesson on teeth at year 3, had several tasks for all pupils to complete, starting with the simplest and progressively getting more demanding. A small number of more able pupils were not sufficiently challenged until the last part of the lesson when they reached the harder work of finding information from books, using an index and contents pages. They worked enthusiastically, but only had a short time before the lesson ended. The organisation of the lesson therefore was unsatisfactory and restricted the progress made by these pupils. This structure to lessons is quite common at key stage 2 and shows unsatisfactory uses of assessment to differentiate work and to ensure progress. The more effective grouping of pupils was an issue identified in the last inspection and progress made overall has been satisfactory due partly to the setting by ability arrangements and the implementation of the national literacy and numeracy strategies. However, further improvement is required by further developing assessment to inform lesson planning that meets the different needs of pupils as this remains unsatisfactory and is restricting pupils' progress.
33. The attention given to the planning and provision for pupils with special educational needs in literacy and numeracy lessons is good and as a consequence they make good progress. The number of pupils on the special needs register is falling. Teachers have good knowledge of special needs pupils' individual targets for improvement and these are regularly amended to respond to the progress pupils make. In other subjects, most notably at key stage 2, the samples of pupils' work

examined and in the lessons observed the work sometimes given to pupils with special needs is inappropriate. In some lessons they are expected to copy work from a board or use texts and photo-copied work sheets that use vocabulary far too difficult for them to read or comprehend. Work given is not always matched to their individual education plan, therefore progress on these occasions is unsatisfactory.

34. The use teachers make of their time in lessons to interact with and support pupils; the deployment of support staff to help pupils with learning difficulties and the uses made of resources, including ICT are all satisfactory.

35. The use teachers make of homework is satisfactory overall, but inconsistencies do occur in the amount and frequency of homework given to pupils. Some teachers have a structured homework timetable and set homework regularly; for example in year 3 classes spellings are given to the pupils to learn and then they are tested the following week. The inconsistency in the amount and frequency of homework given to pupils was an issue raised by parents at their meeting and the inspection team supports their views. The involvement of parents in supporting pupils with homework is poor and needs to be improved

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

36. The quality and range of learning opportunities provided by the school are satisfactory. The school offers its pupils a broad, balanced and relevant curriculum. It meets the requirements of the National Curriculum and the Local Education Authority agreed syllabus for religious education. There is good provision for pupils' personal, social and health education. This provision contributes very well to the very good attitudes and behaviour seen in school. The school has established a drug awareness programme as part of the PSHE scheme of work. Currently the school does not have a sex education policy in place. It is important for the development of pupils reaching puberty that this issue is resolved speedily by the governing body.

37. The curriculum provided for children who are not yet five is satisfactory. Work is planned satisfactorily in each of the six areas of learning, and children make a smooth transition to the National Curriculum Programmes of Study. In the nursery, children's knowledge and understanding of the world is not fully developed in history and local geography, compared to other aspects of this area of learning. The outdoor play area, although adequate in size, is underused through a lack of planned experiences being provided and appropriate resources for children to learn about the natural world; experience imaginative play and to assist their physical development. Children are not given open access to this provision but have time-tabled sessions which is inhibiting for them.

38. Planning for English and mathematics is based on the National Literacy and Numeracy Strategies. Pupils are generally benefiting from these and making satisfactory progress in lessons. The school needs to consider the appropriateness of rigidly following national literacy and numeracy strategies with younger reception pupils, when some of the activities are not appropriate for their needs. Support for pupils with special educational needs is particularly effective in literacy and numeracy lessons.

39. Additional funding for year 6 booster classes has been effectively deployed. Some after school teaching is in evidence, but parents stated the take up by pupils was very low and at times only one pupil attended. Additional teaching support has been provided by the headteacher and deputy headteacher, to release key teachers

to provide further support to year 6 pupils in school time in an attempt to secure more level 4's.

40. Teacher's timetables across the school show that the allocation of time to individual subjects is variable. For example, the time allocated to numeracy can vary up to 1 hour in a key stage and in literacy 30 minutes. The school needs to decide on the time to be allocated to each subject at each stage and make a conscious decision on how time might be further spent on raising standards in English and mathematics.
41. Residential visits to the immediate locality and further afield are organised to enrich the curriculum provided. These contribute to pupils' learning and to their personal development. Visitors to school, such as a poet also contribute to the breadth of pupils' experience and learning.
42. There is good extra-curricular provision that contributes to the social and personal development of many pupils at key stage 2. Pupils are able to take part in a range of well-attended clubs covering activities such as recorders; football; netball; rounders and cricket. The football team is the local school champions in their age group. The school has a thriving choir, which takes part in an annual local choir festival and instrumental music tuition is available for brass, strings and percussion. Pupils are also able to take part in the school production, the most recent being, "Little School of Horrors". To make the curriculum relevant, visits are arranged to places of interest and visitors come to the school to share their expertise. There are few opportunities for the younger pupils to take part in after school activities, a point raised by parents prior to the inspection.
43. There is a good policy for Equal Opportunities, which includes a comprehensive statement of aims and objectives and outlines how these will be implemented for the benefit of pupils, staff and visitors to school. Pupils with special educational needs and traveller pupils are integrated well into the school. Overall there is no significant difference in the progress of girls compared to boys and pupils with special needs and traveller children are making good progress in all aspects of their school life.
44. The school has good links with the community to support the curriculum provided. Strong links have been forged with the local church. The local vicar contributes on a regular basis to school assemblies and she is a popular visitor to the school. Pupils also visit the church to celebrate festivals such as Christmas and Harvest. Successful links have also been made with British Aerospace, British Petroleum as well as the agricultural college. Satisfactory links exist between the school and receiving secondary schools which enables smooth transition to the next stage of education. The school has good links with local training institutions and provides good support for students.
45. Provision for pupils' spiritual development is satisfactory. Spiritual development is promoted through the daily act of worship and religious education, where pupils are asked to reflect upon their own life and the lives of others, through quiet reflection or prayer. The daily act of collective worship meets statutory requirements and is predominantly based upon Christian values and beliefs.
46. In lessons, pupils are given opportunities to reflect on their personal experiences and gain an insight into their own feelings and values and those of others. Spiritual development is promoted through individual subjects such as art and music, where for example pupils in year 1 are asked to share their feelings and response to a variety of African music. This they do willingly, sharing the mood and feelings evoked by the music. In history, the experiences of the evacuees during World War 2 enables key stage 2 pupils to reflect on important values and feelings. Year 6 pupils are able to reflect on important issues, values and beliefs in their Pentecost

display. Children under five discuss the importance of friendship and in the reception classes faces and hands are joined in a friendship display.

47. The provision for pupils' moral development is good. Within school, the atmosphere is calm and, overall, relationships are good. Pupils respect each other and their teachers and other adults, embracing the aim of the school to be a caring community. Classroom rules are explicit, pupils understand them and in general they are adhered to. From the very earliest days in school pupils are made to understand the differences between right from wrong. Circle time is used effectively in reception to explore feelings and moral issues. Around school, immediate and clear explanations are given where behaviour is unacceptable and pupils are encouraged to conform to the high expectations set out in the rules in each class.
48. The provision for pupils' social development is good. Adults act as positive role models, encouraging pupils to work together as well as praising good social behaviour. There is a clearly defined behaviour management programme available to all pupils, parents and staff, which are based on the principle of rewards rather than sanctions. Pupils are encouraged to take on responsibilities that contribute positively to the life of the school, such as operating the overhead projector and setting out chairs in assembly and ensuring the school library is tidy and well maintained. Further opportunities should be provided to enable pupils to take on more responsibilities and show initiative. Pupils who are members of the School Council take their responsibilities seriously and they have an influence on school policy and provision. The quality of relationships in lessons is good with pupils adhering to rules, behaving well and exhibiting self-discipline. However, during lunch times and playtimes pupils' social behaviour and self-discipline is less good.
49. Provision for pupils' cultural development is satisfactory. As part of their studies in history, geography, and religious education pupils have visited places of cultural interest locally and further afield and visitors have been invited to the school. The pupils took part in the "700th year" City celebration of Hull and in year 5 pupils are studying Kenya as a non-European culture. There are artefacts displayed in classrooms to support pupils' knowledge and learning of the African culture. In year 1 pupils in literacy lessons are working with text that gives insights in to life in Africa and the teacher uses this opportunity for discussion. Opportunities provided predominantly promote pupils' appreciation of their own cultural heritage and to a lesser extent that of others and should be further extended, particularly through the arts. Pupils need to further expand their understanding and appreciation of the diversity and richness of non-European cultures and their own cultural traditions within Britain as a multi-cultural society. This was an area for further development in the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school has good child protection procedures and they work very well. The school works closely with the social services, and concerns are monitored carefully. However, the mid-day supervisory staff have not had any formal training in child protection procedures. There is an expectation that they familiarise themselves with the school's policy but this is not a satisfactory arrangement and should be formalised into specific training as soon as possible.
51. The school has good arrangements in place for ensuring pupil's welfare, health and safety, which involve all staff and includes regular monitoring by the governing body. However, a recent risk assessment found that the fire extinguishers in the computer suite were inappropriate and they have not yet been replaced with the correct appliances to combat fire in electrical goods. This should be addressed as soon as possible.

52. The monitoring and promoting of attendance is excellent. The school makes every effort to encourage pupils to come to school. It has raised pupils' awareness of their own attendance and the giving of rewards for good attendance is very successful. The school has established a very good partnership with the educational welfare officer who is supporting fully the various initiatives; for example, she comes weekly to assembly to distribute attendance certificates. Attendance is carefully monitored. The school working closely with the educational welfare officer looks for patterns and high absence rates in attendance and supports those pupils who are a cause for concern.
53. The school has very good and effective procedures for monitoring and promoting good behaviour. Records are kept of behaviour and bullying incidents, and are used to effectively monitor pupil's behaviour. The school has worked hard and has been successful in improving behaviour with a very firm approach to discipline which works well, particularly in lessons. However, although the behaviour in lessons and assemblies is very good, the behaviour of a significant minority of pupils in the playground is sometimes unsatisfactory, due to these pupils often fighting. There is too little for pupils to do at playtimes, and the culture in the playground tends towards rough play. The school is aware of this and, through the school council, is arranging for playground equipment. The school's behaviour policy is not having the same impact as in lessons. Midday supervisory staff are in the playground at lunchtimes, but have not been trained in the school's behaviour policy, and, although vigilant in their duties, are not always alert to incidents. The procedures for dealing with pupils who mis-behave in the playground do not empower supervisory staff to deal with incidents as they arise. The system of sending pupils in to be disciplined is not impacting sufficiently on behaviour.
54. Since the last inspection the school has developed good procedures for assessing pupils' attainment and progress, including those with special educational needs. Children are assessed on entry to the nursery and as they move through the school there is a programmed cycle of assessments, including full compliance with the LEA baseline assessment arrangements in reception classes and the administration of national tests for 7 and 11 year olds. Testing for the younger children includes personal and social development as well as attainment in phonics, reading, spelling and mathematics. At key stage 2, testing focuses on English, mathematics and science using standardised tests and more recently optional standardised tests for years 3, 4 and 5.
55. The assessment co-ordinator has made a good contribution to improving the monitoring of pupils' performance. She has collated detailed records on individual pupils, tracking their progress from reception classes onwards. These include examples of assessed work and the recording of pupils' performance in tests administered by the teacher. Good records of progress are also compiled for pupils with special educational needs, based on the targets recorded on their individual education plans. At key stage 2, test results are used to group pupils by ability into sets for the teaching of English and mathematics; this is in response to a key issue raised in the last inspection report, concerning the effective grouping of pupils. Much of the work undertaken on assessing, monitoring and recording pupils' attainment has been extended in the past two years and plans exist to further develop this work, including the use of ICT programs for electronically managing assessment.
56. The uses made of assessment by teachers, to inform the planning of pupils' work in lessons and ensure pupils make progress is unsatisfactory. This is an appropriate target for improvement, already identified by the school. In lessons observed, work is not sufficiently differentiated to meet the needs of all pupils, particularly in relation to their ability. For example, in a year 1 literacy lesson the least able are not able to read a photo-copied sheet to complete a cloze-procedure exercise and therefore

were unable to complete the task and make progress. In a year 3 science lesson, where pupils were studying teeth a more able child was asked to complete activities that lacked challenge and therefore made unsatisfactory progress in the lesson, in relation to what he could have achieved. In most English and mathematics lessons at key stage 2 work is not sufficiently differentiated to meet the very wide range of ability in the ability set and often all pupils are completing the same tasks. In some of these lessons a number of tasks are given to the whole class to complete, starting with easy work and becoming harder. Differentiation is by the quantity of work produced and many pupils are wasting time completing unchallenging work and therefore make unsatisfactory progress, in relation to their ability.

57. The marking of pupils' work and the uses then made of the information gained, related to pupils' progress in lessons is unsatisfactory. An examination of pupils' books shows that overall, marking is not being used to inform the planning of future lessons; to provide extra support for pupils experiencing difficulties to help them make progress, or to set pupils' targets for improvement. Comments made by some teachers in pupils' books express dissatisfaction with the work produced, but often there is no evidence that pupils have either responded, or that teachers have ensured they follow their instructions to improve. Few opportunities are provided to correct or re-visit earlier work and therefore consolidate learning and ensure progress. A draft marking policy addressing these issues has been produced and is due to be presented to staff.
58. The procedures for monitoring and supporting pupils' academic progress are satisfactory. The school has an effective system for the early identification of pupils with special educational needs, beginning in the nursery. Throughout the school, teachers and support staff are involved in discussing and agreeing targets for individual education plans. The progress reports that they write for termly and annual reviews show a good understanding of what pupils can do well and where improvements need to be made. Pupils are encouraged to do well and they are praised for their efforts in all aspects of their work.
59. The effectiveness of educational and personal support to raise pupils' achievement is unsatisfactory. The support and advice provided for pupils is not wholly consistent and staff are not consistently engaging with pupils to provide them with feedback on their strengths and areas for improvement. Targets are set for some pupils, and in English and numeracy smaller more manageable targets are being produced for staff to use. This will help teachers to plan activities that provide appropriate challenge for pupils. Currently, targets that are set are not shared with the pupils to help them to take some responsibility for their own improvement. Some targets are identified on reports to parents but not shared sufficiently with individual pupils and used as on-going feedback on progress made. These issues are identified by the school as areas for improvement, in the Development Plan.
60. The school meets the statutory requirements for the provision for pupils with statements of special educational needs. Very positive and productive links exist between the school and the LEA's support agencies, particularly the Educational Psychological Service, which makes a very good contribution to supporting statemented pupils, as well as advising teachers on strategies to support these and other pupils with special educational needs in the classroom. Additional staffing is used effectively and pupils with statements of special educational needs have full access to the whole of the school's curriculum.
61. Procedures for monitoring and supporting pupils' personal development are good. The programme of personal, social and health education, although at a developmental stage, is having a very positive impact with initiatives such as circle time giving pupils an opportunity to reflect on a range of issues. Through merit assemblies, pupils are encouraged to work and do well, and their achievements are

celebrated in a special book. Pupils with special educational needs are praised for improvements in their personal development, particularly where progress is being made in changing their behaviour or their responses to others. For other pupils whose behaviour is sometimes unacceptable, especially on the playground, further support, opportunities to discuss and reflect on behaviour and feedback on progress made, is an area requiring further improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The parents have a very positive view of the school. They appreciate the hard work undertaken by the headteacher and deputy headteacher to improve pupils' behaviour and their attitudes to the school. In the questionnaire distributed prior to the inspection, parents expressed very strongly how much their children liked the school. They feel comfortable about approaching staff with questions and problems and that the school is well managed, encouraging pupils to work hard and, as a consequence, make good progress with their learning; at the same time helping pupils to become mature and responsible. The inspectors support the views of the parents, with the exception of pupil progress, which is not fully consistent across the school. Pupils are making good progress in reception and at key stage 1, but progress in the nursery and at key stage 2, although satisfactory overall, is variable.
63. A small, yet significant number of parents, feel that the school is not working closely with parents and establishing effective links. The inspectors acknowledge that a great deal of energy has been invested in trying to establish links with the parents, but that the effectiveness of these has been unsatisfactory. Very few parents are directly involved in the day to day work of the school but more are willing to help with school visits. Good practice on establishing links with parents is occurring in the nursery and this is having a positive effect. Parents are given information about the curriculum to be studied, in advance, enabling them to support children's work in lessons and to help them with homework. A few parents help in the nursery, although not on a regular basis, but their help is valued and welcomed. However, links with parents, at this earliest opportunity, are not promoted when parents of nursery children are not encouraged to stay with their children and to be involved at the start of the session; the expectation is that they leave promptly after bringing their child to the nursery. Similarly, parents are not invited to whole school or key stage assemblies. These are missed opportunities for establishing links with the parents at the earliest stage of entry to the school and beyond. When activities and events are organised that appeal to parents they do give their support. For example, parents gave very good support by attending a play performed by years 3 and 4, and supported the art workshop, computer course and reading week, organised by the school. Some parents supported cycling proficiency, however, the parent fund raising association has been disbanded because parents were unwilling to serve on the committee and only two parents attended the health education workshop.
64. The quality of information provided for parents is mostly satisfactory. Parents have formal opportunities to speak to teachers, termly about the progress their child is making. Parents are also invited to discuss issues with teachers at any other time and parents say that they find the school approachable. Written information on pupil reports is mostly clear and comprehensive but on many reports the language used sometimes contains professional language not easily comprehensible to a number of parents. Many reports have insufficient information about the progress pupils have made and parents feel the information provided could be improved. Evidence leads inspectors to agree with the parents; the school has identified this as an area for improvement. The governors' annual report to parents is very limited and does not inform parents sufficiently about the work of the governors. The school prospectus, although complying with statutory requirements, is not sufficiently 'user friendly' and informative, particularly information on special needs

provision. The school needs to consider imaginative approaches for attracting parents' attendance at meetings. The school works well with parents on pastoral issues. Parents are kept involved and informed when children have behavioural problems, and letters are sent home to congratulate good attendance.

65. Parents at the meeting held before the inspection felt that the school was trying as much as it could to increase parents' involvement and contribution to children's learning at school and at home. All expressed the view that, in their opinion, it was the responsibility of parents to respond more positively to the school's initiatives. Overall inspectors support this view as the contributions and response made by parents to children's learning at school and at home are poor. The teachers set homework for pupils but this is not always done consistently both in the quantity or the frequency, a concern expressed by parents and which the school needs to address. However, there is an expectation that pupils read at home and learn spellings and that parents will support and ensure pupils complete these tasks. Evidence shows that not many pupils are heard to read or encouraged to complete homework by parents. When homework classes were organised after school for the oldest pupils, earlier in the year, to boost attainment in literacy and numeracy, only one pupil attended regularly. Every effort is made to ensure parents attend the annual reviews of pupils with statements of special educational needs. However, parents are not involved in the setting of targets for pupils on the school's special needs register, although they are given information on the agreed targets. This information could be supported with guidance on how parents could assist with their child's learning.
66. The school does need to further pursue and consider a range of strategies for improving the effectiveness of the links it has with parents and increasing parental involvement in pupils' learning. These need to be creative and planned to attract more parents to be involved, by engaging their interest and, where appropriate, providing parents with the guidance and opportunity to support their children. The school is aware of this need and has identified this on the development plan. The school should also consider ways of consulting parents about the curriculum provided and about major spending decisions.
67. These findings are similar to the previous report.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The headteacher and deputy headteacher have only been appointed in the past two years. They have worked hard with the current governing body to improve pupils' behaviour and attitudes to the school with the intention of creating a positive and supportive learning environment. Consequently issues from the last inspection, not addressed by the former governors and headteacher have not been sufficiently addressed before this inspection. However inspectors judge the action taken by the headteacher to be correct and evidence in lessons, particularly at key stage 1 and lower key stage 2, shows that policies have been successful and the school is in a good position to further improve standards.
69. The leadership and management of the school by the headteacher and key staff are good. The headteacher is an effective leader who with the staff and governors has secured a clear educational vision for the school. The headteacher has the ability to influence both staff and pupils; she leads by example, setting high expectations for standards in behaviour, supporting teachers by working alongside them and earning the respect and loyalty of the staff team. The headteacher delegates well, is a good listener and communicator and makes good use of the capabilities and skills of staff.
70. The deputy headteacher is experienced and very effective in her support of the

headteacher and the fulfilment of the school aims. Equally effective, are the phase co-ordinators, they are members of the senior management team. They meet regularly with the headteacher and deputy headteacher to decide upon and discuss school policy and practice. Collectively the senior management team is now being more effective in the introduction and management of change in all aspects of school life and contributing to raising standards and effective teaching, particularly at key stage 1 and lower key stage 2, but less so at upper key stage 2; its potential to secure further improvement is good. The role of phase co-ordinators, could be enhanced further with a clearer job description, to give consistency to their practice and improve overall impact, as this is variable, most notably at key stage 2. They need to extend their contributions to whole school evaluation, for example focusing on a school priority and monitoring and evaluating this across the school, presenting the 'bigger picture' to the headteacher and governing body.

71. Curriculum leaders are making a strong contribution to raising standards and improving the quality of education provided, particularly in mathematics, information and communication technology, special educational needs and assessment. All curriculum leaders have reviewed and audited their subjects and identified priorities for improvement; these form parts of the school's development plan. Teachers are benefiting from the knowledge and expertise of subject leaders. In mathematics, for example, the subject leader is also a Leading Mathematics Teacher and all staff have had access to high quality demonstration lessons to model their own practice. The ICT and special educational needs co-ordinators are active in extending teachers' knowledge, developing their skills and building their confidence.
72. Overall, the monitoring of the school's performance in national and school administered tests is good and detailed records are kept on pupils' performance. This work needs to be extended to inform the planning of lessons, where teachers use assessments to plan lessons that meet the needs of all pupils.
73. The monitoring, evaluation and development of teaching is satisfactory. Monitoring is carried out by the headteacher, deputy headteacher, phase and subject leaders. The main focus of this is the monitoring of teachers' planning and the quality of teaching, particularly in literacy and numeracy lessons; best practice and areas for further development are identified. Further development of this work should focus upon the impact teaching is having on all pupils' learning, including the more able and the effective use of curriculum time to support the raising of standards.
74. The process for identifying priorities to include on the school's development plan is very good and priorities listed are very appropriate to the school's needs. The construction of the plan involves all staff and members of the governing body, governors approve the plan and the costings. Progress on the actions listed is now reported to governors but this is a recent development. The work of the current governing body is very good. Led by a very hard working and supportive chair, members are fully aware of their responsibilities and the strengths and weaknesses of the school, and they are holding the headteacher accountable for her leadership and management of the school. They are very determined to address outstanding and current priorities and working hard to bring about improvements. The governing body has its own development plan to improve its work. The chair is particularly knowledgeable about trends in pupils' attainment in national tests, finance and the school's priorities to secure improvement. He is providing effective support to the headteacher. The work of governors is made difficult by the very high turnover of members and difficulties in recruiting governors.
75. The governors have established effective sub-committees that meet regularly. The governors are forming working groups to work on priorities such as assessment and reading. The governors have subject responsibilities and take a positive interest in the development of their subject and have a good understanding, in particular in literacy, numeracy and special educational needs. When they can find the time,

governors with responsibility for core subjects and special needs spend time in school discussing the provision for pupils and their progress with co-ordinators; where possible they also observe lessons. The governors then provide reports to the full governing body.

76. The school maintains a good balance between teachers and support staff and this is of particular benefit for pupils with special educational needs. There is a good match of teachers and support staff to the demands of the curriculum. Teachers' subject knowledge is well matched to their specific responsibilities. Teachers have job descriptions, including their role as curriculum leaders. However, the roles and responsibilities of the phase co-ordinators are not clearly defined to ensure their impact is suitable effective and consistent.
77. Nursery staff, non-teaching and classroom support assistants overall, provide very effective complementary support for the work of teachers and make a significant contribution to pupils' learning. Their work is well managed by the nursery teacher, special needs co-ordinator and deputy headteacher. Curriculum leaders have undertaken additional training to enhance their own expertise in the teaching of their subjects and pupils with special educational needs.
78. The school's strategy for appraisal is very good and will make a strong contribution to the introduction of performance management. Very good support is provided for two newly qualified teachers, by the deputy headteacher, through a particularly effective structure of mentoring, which meets the expected requirements.
79. Accommodation is good. There is ample space provided in the main building and outside to meet the demands of the curriculum, including nursery provision. Two temporary classrooms adjacent to the main school do not present a good image of the school; they are in a poor state of repair and look dilapidated. Both lack a supply of water, this results in pupils having to cross to the main school to access toilets and in art lessons, water having to be carried across the playground in buckets. Good use has been made of the existing accommodation to provide an ICT suite and special needs teaching room. Outside, the large play areas, including the nursery, are not inspiring and provide little encouragement for imaginative play. The school accommodation is well maintained, kept very clean by the caretaker and cleaning staff. The hall floors in particular are maintained to a very high standard, enabling children to engage in PE and movement lessons safely in bare feet.
80. The range, quality and quantity of learning resources are satisfactory overall. Resources for special needs, ICT and mathematics are good, compared to English where the quality, range and sufficiency of books in English to meet the needs of all pupils' are unsatisfactory. Parents at the meeting before the inspection expressed concern about the suitability of books sent home as they lacked interest, particularly for boys and older pupils. Inspectors uphold this view. The good resources in the special needs room could be used or replicated in classrooms.
81. The strategic use of financial resources made available to the school is good. Educational developments and priorities are supported through careful planning and specific funding is used effectively. The school has a small surplus of unallocated funding but this is planned to cushion the possible impact on staffing levels caused by a projected fall in pupil numbers. The governing body needs to set up a system for evaluating spending decisions, to determine how cost effective they have been in contributing to the raising of standards or ensuring pupils' progress.
82. The management of the school's finances is largely the responsibility of the headteacher, however the governors play a significant role. The governing body monitor the budget twice a year and contribute towards the financing of the school's development plan. The school and governors also make very good use of the

LEA's peripatetic bursar to assist them in the management of the whole school's budget.

83. The financial and administrative personnel provide good support to the headteacher and staff. They contribute to the smooth running of the school, ensuring the daily routines and procedures are carried out efficiently. New technology is being used well to support them in the fulfilment of their duties.
84. Financial management is good. The school has been audited and recommendations implemented. The principles of best value are satisfactorily applied in relation to comparative costings and competitive tendering. The governing body need to further extend this work to include the comparison of standards attained and costs incurred by similar schools and wider consultation with the parents on major spending decisions and changes to the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- **Take further action to raise standards in English across the whole school, further raise standards in mathematics at key stage 2 by:**
 - co-ordinators continuing to monitor teaching and learning to identify and disseminate good practice and provide on-going support to staff
 - ensure the learning needs of all pupils are met particularly the least and more able pupils
 - developing opportunities for developing and using English and mathematical skills in other subjects;
 - providing better resources for English, particularly a wider range of good quality texts that interest and motivate pupils.

(paragraphs 1, 3, 4, 5, 7, 11, 13, 14, 16, 89, 94, 108-117, 125-130)

- **Improve the teaching of science and raise standards in experimental and investigative work by:**
 - developing a scheme of work that appropriately interprets the programme of study;
 - planning more opportunities for practical investigative work to be undertaken by pupils.

(paragraphs 9, 29, 139-142, 144, 145)

- **Improve the quality of teaching by:**
 - developing the uses made of assessment to inform the planning and organisation of lessons to meet the needs of all pupils and provide challenge, in relation to their ability;
 - setting individual targets for pupils, informing them of these targets and giving regular feedback on their progress and what they need to do to improve further;
 - using homework consistently to raise standards and promote learning and

progress, ensuring it is set regularly and discussed with the pupils.

(paragraphs 27, 29, 31, 32, 35, 39, 56, 57, 59, 107, 118, 120, 133, 149, 157, 163, 171, 188)

- **Further develop effective links with the parents and increase their involvement in pupils' learning by:**
 - increasing parental access to the nursery and the school
 - extending opportunities for them to visit the school in less formal occasions combining the giving of information to them with activities that involve their children;
 - informing them of their child's learning targets and how they can support them at home;
 - providing regular updates on progress made by their child and what needs to be done to improve further.

(paragraphs 35, 59, 63, 64, 65, 66)

- **Extend the governing body's strategies for monitoring and evaluating the work of the school by:**
 - monitoring the implementation of the school's development plan, including the OFSTED action plan;
 - evaluating the level of success and the value for money achieved when priorities have been addressed, particularly if priorities are linked to the raising standards, improving teaching or leadership and management or they are priorities with significant financial costs allocated;
 - comparing the standards attained and costs incurred by similar schools to help to determine best value.

(paragraphs 68, 81, 84)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Produce a policy for sex education. (paragraph 36)
- Discuss the time allocated to individual subjects and ensure consistency in practice. (paragraph 40)
- Extend the provision for pupils' multi-cultural development. (paragraph 49, 190)
- Extend the role of phase co-ordinators in whole school self-evaluation.

(paragraph 70)

SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	18	38	32	11	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	333
Number of full-time pupils eligible for free school meals		150

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	15	94

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	79

Attendance

Authorised absence	%
School data	4.0%
National comparative data	5.4%

Unauthorised absence	%
School data	2.0%
National comparative data	0.5%

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	34	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	21	20
	Girls	25	27	32
	Total	42	48	52
Percentage of pupils at NC level 2 or above	School	74 (75)	84 (83)	91 (88)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	21
	Girls	25	30	32
	Total	43	50	53
Percentage of pupils at NC level 2 or above	School	75 (83)	88 (85)	93 (86)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	32	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	20
	Girls	16	21	20
	Total	28	36	40
Percentage of pupils at NC level 4 or above	School	46 (54)	59 (48)	66 (73)
	National	70 (65)	69 (59)	78 (70)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	14
	Girls	16	18	20
	Total	28	43	34
Percentage of pupils at NC level 4 or above	School	46 (33)	57 (54)	56 (57)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	303
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	30	0
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	22.2:1
Average class size	23.8

Education support staff: YR - Y6

Total number of education support staff	8
Total aggregate hours worked per week	182.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	39:1

Total number of education support staff	2.0
Total aggregate hours worked per week	35

Number of pupils per FTE adult	13.0:1
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	677571
Total expenditure	683445
Expenditure per pupil	1709
Balance brought forward from previous year	50134
Balance carried forward to next year	44260

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	431
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80.0	20.0	0	0.0	0.0
My child is making good progress in school.	64.0	30.0	3.0	0.0	3.0
Behaviour in the school is good.	52.0	39.0	6.0	0.0	3.0
My child gets the right amount of work to do at home.	39.0	36.0	16.0	7.0	1.0
The teaching is good.	69.0	26.0	3.0	0.0	1.0
I am kept well informed about how my child is getting on.	45.0	36.0	17.0	1.0	0.0
I would feel comfortable about approaching the school with questions or a problem.	68.0	29.0	1.0	0.0	1.0
The school expects my child to work hard and achieve his or her best.	68.0	28.0	3.0	0.0	1.0
The school works closely with parents.	41.0	46.0	13.0	0.0	0.0
The school is well led and managed.	63.00	32.0	3.0	0.0	1.0
The school is helping my child become mature and responsible.	55.0	41.0	1.0	0.0	3.0
The school provides an interesting range of activities outside lessons.	39.0	26.0	14.0	9.0	12.0

Summary of parents' and carers' responses

Overall the parents have a very positive view of the school. The parents of the key stage 2 pupils are less convinced that their children are getting the right amount of work to do at home, compared to the parents of younger children. In responses to how well the school keeps them informed on their child's progress, the parents of the younger children are not as strong in their agreement, compared to the parent of key stage 2 pupils.

Other issues raised by parents

A very small number of parents made additional comments on the questionnaires. Some parents wanted to take the additional opportunity presented to express their support for the school and acknowledge the hard work undertaken by the headteacher and staff. A good proportion of additional comments expressed concerns over the quality of the information provided by the school, concerning their child's progress. These included, the poor quality of a parent's evening when the class teacher was ill and the fact no further opportunity had been arranged to meet the teacher concerned; the lack of opportunities provided to meet staff other than at parent's evenings due to lack of access to the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

85. The attainment of children on entry to the nursery, in the term following their third birthday is well below what is expected for their age. Based upon entry assessments carried out in the first two weeks children have particularly low levels of attainment in their use of language, and social skills. Their use of fine motor skills to paint, cut and stick objects is the highest area of achievement across the six areas of learning; in line with what is expected of three year olds. Profile statements based upon the Desirable Learning Outcomes for five year olds are used as the basis for assessments carried out at regular intervals as children progress through the nursery. Overall, children's achievement is satisfactory by the end of their time in nursery in the six areas of learning with good achievement in the development of their fine motor skills when mark making or painting. However, because of the very low levels of attainment on entry to the nursery, a significant number of children attain within the lower range in the baseline assessment, administered on entry to reception classes.

Personal And Social Development

86. Attainment in personal and social development is below national expectations. Good planning ensures that priority is given to this area and as a consequence children make good progress in lessons, developing appropriate attitudes to learning and behaviour. The oldest children are on line to achieve national expectations by the age of five. The behaviour of the older pupils is good and younger pupils make very good early progress as they take advantage of consistent and clear expectations of behaviour from the teaching staff.
87. A strength of the nursery's organisation is the promotion of independent use of the resources. At the start of the session, children choose where they want to play with confidence, seek out friends to play with and follow the routines to limit the numbers using a particular area. When given the opportunity they play well together, co-operate and plan the activity. They seek help when needed with confidence. Opportunities such as giving out the milk are enjoyed by the children and develop responsibility. Respect for others is constantly reinforced and pupils' response is good.
88. Good progress is being made in sessions, children are learning how to share and to take care of equipment. An understanding of what is right and wrong is fostered very effectively. Nursery rules are developed from the use of large colourful multi-cultural picture posters and reinforced through highly valued reward stickers. Parents are involved through the systematic use of Records of Achievement and daily conversations. Children are happy and secure, they enjoy their time in nursery.

Language and Literacy

89. By the end of nursery, attainment in language and literacy is below national expectations. However, in relation to ability achievement from the beginning to the end of nursery is satisfactory. In lessons, progress is good in developing pre-writing skills, fine motor skills and letter recognition and is satisfactory in speaking and listening and understanding and applying skills. Teacher's planning is good for vocabulary development, for example, collections of beach litter, pebbles and shells provide opportunities for discussions. Learning is at its best when pupils are given individual time to reflect and handle these materials. In very large group situations

language development and progress is hindered with too much emphasis on closed questions by adults and consequently children's answers are very short simple nouns or adjectives and lack descriptive detail and explanation. However, when children are given the opportunity to plan their own play, for example in the large brick area, they achieve at a higher level, and can sustain a conversation, use appropriate language, invite others to play and include a performance of counting rhymes and 'gymnastics'.

90. There are many opportunities for listening and older children, overall, appear to listen well. On occasions, the length of time children are expected to listen is too long. When younger children are in a small group and the teacher uses good focused questions younger children listen with attention, make thoughtful predictions of possible outcomes and describe their own experiences and as a result their learning is good. Children particularly enjoy listening to stories. This activity promotes concentration from the youngest pupils and they sustain good concentration for fifteen minutes.
91. The oldest children particularly enjoy sharing special books made by the teacher which include photographs, pictures and text. The children are particularly drawn to the photographs and this results in good recall of events and descriptions of feeling. They respond to special books about themselves with enthusiasm and enjoyment. However the books are talked to, rather than read as a text and there are too few occasions observed of adults modelling reading. Children's interest in reading appears to be limited to the content of the special books and children in lessons are not seen handling books or using the reading corner.
92. Children are taught to recognise their name in a variety of ways and they make satisfactory progress. By the age of four this skill is used successfully in self-registration and naming completed work. Younger pupils are encouraged to recognise their names through a very practical and purposeful assessment task-finding the name card to identify their painted pebble. This teaching method motivates these younger pupils to look really closely at the individual letters and reinforcement of phoneme awareness is given. The oldest pupils know many 'Letterland' sounds and are beginning to link this knowledge to the initial sounds they can hear in familiar words.
93. Good progress is made in the further development of fine motor skills as a step towards writing. A strength is the individual support in forming letters correctly and encouragement. However, there are no opportunities for emergent writing within, for example, their role-play, construction, or small world areas of provision and although a writing/mark area is provided in the nursery it was not visited by the children during lessons observed.

Mathematics

94. Children's attainment in mathematics is below national expectations. Children enter the nursery with poor understanding of mathematics and limited vocabulary. In relation to their ability, children's achievement by the end of nursery is satisfactory. Children are not on line to achieve the Desirable Learning Outcomes by the age of five.
95. In lessons good progress is made in counting skills through direct teaching using rhymes, action songs and focussed activities. Opportunities to link counting with the number symbol are missed. However, number recognition is supported through wall displays and a variety of resources, for example jigsaws and threading beads. By the time children move into reception most children can count to 10 by rote and the exceptional child can count to 20, many can recognise and match numbers. The use of bands for structuring the independent use of areas and limiting the number

allowed in each area, provides good first hand meaningful experience of the importance of counting and the opportunity for problem solving. For example, when a friend wants to join in using the Under the Sea role-play, participants have to be re-organised so there is a place!

96. The youngest children can sort by colour and satisfactory progress is made so that by the age of four the oldest children can sort by colour and shape. However, when sorting shells a significant number of younger children lack understanding of the concept of 'sorting' and its application.
97. The oldest children are able to order shells by size, small, medium and large and use comparative sizes. This is carried out in response to the teacher's verbal requests and opportunities are lost for linking reading with mathematics through not sufficiently using mathematical labels.

Knowledge and Understanding of the World

98. Children's attainment in knowledge and understanding of the world is below national expectations. Achievement made on progressing through the nursery is satisfactory and good in the use of information technology, aspects of science and design technology such as cutting and joining. Poor language skills and knowledge level on entry impact on the level of achievement and progress in science, history and geography. Where teaching is good children make good progress in lessons. They are learning how to make decisions, solve problems and apply their previous knowledge to the new situation. On occasions there is an over emphasis on the teaching of new skills, rather than providing opportunities for consolidating, practising and applying previous learning, this impacts overall on the children's confidence and leads to unsatisfactory progress.
99. Planning is detailed and linked to the Desirable Learning Outcomes. Key objectives for learning are identified and assessment is linked to teacher initiated activities. Steps towards these learning objectives are not always obvious which results in a lack of formally planned differentiated activities. Children develop an understanding of the passing of time, they recognise the sequence of the nursery session, for example, when the bell is rung they know it is time for tidying up, they can recall their visit to the Sea-life Centre and that they had had a birthday.
100. Environmental issues such as litter on the beach and the harm it can do to the wildlife are understood by the children through the very good experience of the visit they have experienced and the clear focus of the teaching. 'Free' water play using the collection of sea life creatures enables the children to learn through exploration and as they make progress they are able to describe what they are doing and what is happening as a consequence.
101. The nursery has one computer, this is very popular with the children and is in constant use, particularly by the girls. In independent play, the program used is supported by spoken instructions and praise, unfortunately the sound level is too low and the children have to find their own way, using trial and error, through the program. The children persevere as they are personally motivated to do so. Individual assessments are made of the children's use of 'click', 'drag' and 'drop' ICT skills and techniques. More able children can use these techniques successfully and less able are still learning control. These assessments confirm good achievement over a period of time in this area of learning.

Creative Development

102. Children's attainment in creative development is in line with the level expected. The

provision through teacher initiated activities is very good. The display in the nursery exemplifies a wide range of techniques, activities and use of colour, for example bubble painting and marbling. This good range is further extended during the inspection week as children explore the properties of finger paint to music. Interesting vocabulary related to the feel and movement of the paint, the sound of the music and waves is introduced during this teacher-initiated activity. Children enjoy the sensation but offer little in verbal response. The role play area 'Under the sea', created with the children is a 'treasure chest' of possibilities for imaginative play and the older children become undersea divers, princesses and pirates using the correct terminology for the sea creatures.

103. A musical rhyme session shows children can follow the tune, keep in time and sing a number of simple songs from memory.

Physical development

104. Children's attainment in physical development is in line with national expectations. Many opportunities are provided to develop cutting, joining and sticking skills and one to one support results in good skill development and progress. Children's ability in gross motor skills, such as using wheeled toys, running and jumping are good on entry to the nursery overall. Where teaching is focussed, older children demonstrate movements to music, for example moving as a crab. They move around the hall with confidence. The PE session is planned appropriately in line with the expectations of the Desirable Learning Outcomes. Younger children enjoy the space of the outdoors and move about the area showing care for others. Use of gross motor skills indoors is planned for in the large area for big bricks and the rocking horse. However, there is over-anxiety from adults on appropriate noise levels, which restricts learning. When older children are free to use this area they do so productively showing good skills of body control and care and consideration of others. Outdoor play is not planned for specifically and during the time of the inspection there are insufficient opportunities for children to move freely into this area of provision, explore and learn about the natural world and develop curiosity.

Teaching

105. Teaching of the under fives is satisfactory overall, sometimes good and on one occasion very good. Strengths include the development of personal and social education; understanding the needs of young children; knowledge of individual children; sensitive support of children with special educational needs; the use of entry assessment to identify potential special need; the use of Records of Achievement and the wide range of planned experiences.
106. Resources are well organised and are adequate overall. There is a lack of variety and stimulus in the resources to develop language and literacy, for example, fiction and non-fiction books, puppets, photographs and materials to handle. The outside area is adequate in size but could be developed much further.
107. The curriculum for the under fives is broad and covers all six areas of learning. There is an appropriate emphasis on language and literacy, mathematics and personal and social development through the use of time. Assessment systems are used to chart individual progress through checklists but formative assessment is under-used to inform teaching. The implementation of the Foundation Stage and Early Learning Goals provides an excellent opportunity to further improve the progress and standards of achievement. Children make at least satisfactory progress in all areas of learning. Achievement over a period of time, progress in lessons and attainment by the end of nursery could be further improved by developing the following: active teaching and learning styles; quality outdoor play; adults' interaction and intervention skills to extend children's spoken language and

the use of ongoing and summative assessment, in particular the analysis of Baseline Assessment, to inform teaching, to track group progress, as well as individuals.

ENGLISH

108. At the end of both key stages, standards in English are below the levels expected. The key issue identified in the last inspection, to raise standards in English, particularly at key stage 2 has not been addressed; improvement made, therefore, is unsatisfactory.
109. The school's performance in national tests in 1999 where at key stage 2, standards were well below the national average. The school failed to meet its target of sixty per cent of pupils to attain level 4+. At key stage 1, standards were well below the national average in reading and below the average in writing. The school failed to reach its target of eighty per cent in reading but exceeded the target of eighty per cent in writing by 4 percentage points.
110. In comparison to similar schools, results at key stage 2 were well below the average. Pupils' performance in the reading tests at key stage 1 was broadly in line with the average and above this average for writing. In comparison to the performance of ten similar schools within the LEA the school is ranked ninth out of ten for its performance in English and at key stage 1 it is ranked fifth for reading and third for writing.
111. The number of key stage 2 pupils achieving the higher levels of attainment in English, and reading and writing at key stage 1 was well below both the national average and the average for similar schools.
112. In the school's results at key stage 2, the performance of the boys compared to girls was not significantly different, which was the trend nationally; both were well below the national averages. These were also the findings in observations made during the inspection. At key stage 1, girls underachieved slightly in comparison to boys in writing, which is a reverse to the national trend; and the girls slightly outperformed the boys in reading, which, although not to the same degree, was the trend nationally.
113. Standards in English tests at the end of key stage 2 have been well below the national average since 1996. After an improvement in performance in 1997, which was almost maintained in 1998, standards fell again last year. This was not in line with the trends in performance nationally. Standards in reading at the end of key stage 1 showed improvement between 1996 and 1997 but they have declined between 1997 and 1999, falling from being close to the national average to well below. Standards in writing improved dramatically in 1996 and have been in line with the national average for two consecutive years, falling to below average last year. Overall, the school's results are against the national trend of continuous improvement over the past four years.
114. From a low starting point on entry to the nursery, pupils' achievement in the development of speaking and listening skills, in relation to their ability is satisfactory. However, standards in relation to what is expected for their age by the time they enter reception and at the end of both key stages are below national expectations. In the development of speaking and listening skills, achievement, in relation to ability is good in reception and at key stage 1, particularly listening skills. The

majority of pupils by the end of key stage 1 can listen to others and most respond appropriately in discussions. Pupils can convey simple meanings to their teachers and peers in class discussion sessions. They can speak audibly and respond appropriately to questions. Limited vocabulary often results in more basic responses to questions and doesn't always reflect their true ability and understanding in other subjects. For example, in a numeracy lesson pupils' responses in a whole class discussion were quite basic yet their numeracy skills were shown to be much higher. At the end of key stage 2 the good achievement made at key stage 1 is not sustained and overall is unsatisfactory. A significant number of still find difficulties in constructing grammatically correct sentences and their use of language is very limited. They lack confidence when asked to express themselves and have difficulty articulating and explaining their ideas.

115. In reading, attainment on entry to reception is below the level expected. In relation to their ability pupils' achievement through reception and at key stage 1 is satisfactory, particularly the development of letter sounds and phonic knowledge. Where the majority of younger pupils recognise words from the reading scheme and some initial letter sounds, older pupils use a widening knowledge of letters and sound combinations to read unfamiliar words. By the end of key stage 1 most pupils are attaining below the level expected. They are only just beginning to develop fluency and confidence in their reading and be aware of different types of books, for example, fiction and non-fiction and that non-fiction books contain an index and a contents page. By the end of key stage 2, the achievement of pupils of different abilities is remains satisfactory overall but unsatisfactory for the more able. The achievement in reading of pupils with special needs is satisfactory as they progress through the key stage. Achievement of pupils with statements of special educational needs is good. However, standards in reading although slightly improved overall, compared to key stage 1, remain mostly below national expectations. When reading to adults, pupils are able to recap on a story and make appropriate predictions. The majority can read with some expression and with few hesitations. Reference skills overall are weak. The majority of pupils are aware of the users' guide to the library system but have varying degrees of success in making effective use of it. Pupils often need support to use an index.
116. In writing, pupils enter reception with a much lower than average baseline score, but by the end of key stage 1 their level of achievement is good. However standards are below the levels expected. The youngest pupils in reception classes are developing letter formation skills and are copying words and phrases written by the teacher. By the end of key stage 1, pupils have significantly developed their writing skills. They are able to write for a range of purposes including writing factual accounts, stories and poems as well as completing comprehension and simple grammatical activities.
117. Achievement at key stage 2 is unsatisfactory. As pupils progress through key stage 2, they are continuing to write for a range of purposes. However, there are limited opportunities for extended writing. The school has recognised this fact and more time is being given to develop these skills outside the literacy hour. Pupils correct their own work, but there are few opportunities to redraft the content to improve and extend the quality of their writing. Although progress overall in writing is unsatisfactory the best progress is being made in the use of punctuation. Achievement is best in the use of punctuation. By year 4 most of the more able pupils use commas, speech marks and apostrophes correctly. However, standards in writing are below the level expected by the end of key stage 2. Sentences are not sufficiently sequenced by most pupils, but are usually punctuated with capital letters and full stops. More able pupils are only just beginning to join their handwriting and attempting to use extended punctuation ie commas and question marks. Basic grammatical structure is not always accurate and spelling, overall, is well below the level expected. The presentation of work is often poor.

118. The quality of teaching is satisfactory in the nursery and is mostly good to very good at key stage 1, including reception. Teaching at key stage 2 is more variable, ranging from unsatisfactory to good, but mostly satisfactory. The better teaching is at lower key stage 2.
119. In the best lessons, planning provides continuity in learning, building on knowledge gained either within the lesson or in previous lessons and ensures pupils of all abilities make progress. For example, in a lesson on rhyming words in year 1 the teacher's enthusiasm is transmitted to the pupils and they are enthusiastically joining in the activity enjoying the use of rhyme in a poem and offering their own rhyming strings. The lesson moved smoothly from one activity to another, engaging pupils in reading and writing activities that provided continuity in learning, allowed them to make good progress and more able pupils to attain levels above those expected for their age. In a lesson at year 4, pupils studying compound words are given very clear teaching using good resources. This extended to include work on syllables, linked to the study of the poem 'In the Land of the Bumbly Boo' by Spike Milligan. The teacher enthuses pupils to write in the style of the poet and they work hard, producing good examples. The lesson is well organised and good targeted support is given to less able pupils, who produce a poem collectively. Good teaching is also characterised by good use of homework. At key stage 1 reading standards are improving through the valuable contribution of parents, who listen to their children read regularly. The approach to reading at home and involving parents is not consistent at key stage 2 and this is impacting on pupils' progress.
120. Teaching is unsatisfactory when group work is not sufficiently differentiated, including the uses made of commercial schemes. This leads to some more able and less able pupils making insufficient progress in the lesson. Unsatisfactory teaching is occurring when activities are not particularly inspiring and planning does not always effectively build upon pupils' previous knowledge and skills and results in pupils making unsatisfactory progress. Sometimes pupils are provided with inappropriate tasks and challenges. For example, pupils are given the same spelling list to learn within a set, without regard for their different abilities. They practice letter formation and undertake handwriting exercises, irrespective of whether there is a need to improve the quality of their presentation or they are given work that is far too difficult. Marking of pupils' work is not always appropriate. There are inconsistencies across the school and less able pupils are often given less guidance through marking than other ability groups. Marking does not always indicate to pupils how they can improve their work. Expectations of presentation of pupils' work is often too low. Teachers do not always set good examples of handwriting presentation for pupils to follow when writing comments on work. Progress in reading particularly at key stage 2 is being hampered by the lack of planned opportunities for pupils to read individually to teachers.
121. Teacher's subject knowledge is sound and they have introduced the National Framework for Literacy very effectively; they are making good progress in adopting the associated teaching strategies. However they do need to plan group work more effectively, particularly at key stage 2, to meet the needs of all pupils.
122. Opportunities to support and reinforce literacy skills through other subjects are limited. All subjects are used effectively to support the development of speaking and listening. However, few examples of other subjects supporting the development of skills in reading and writing were seen during the week of the inspection. Notable exceptions were research skills being used to support the study of Kenya in year 5 geography, and ICT being used to support literacy mainly through the use of word processing. However, the planning of the development of literacy skills in other subjects and the contribution other subjects can make to raising standards in English requires further development.

123. The school has set realistic targets for the future, but teachers find target setting difficult because of pupil mobility. In the past, targets have lacked challenge but teachers are now working towards more challenging school targets and setting individual targets for pupils.
124. The co-ordinators have an accurate view of the areas for development generally within the school and have action planned for school improvement. Resources for English generally are unsatisfactory. There is an insufficient range of books available generally. Books generally, including reading scheme books need to be more interesting and relevant to pupils. This was a concern expressed by some parents at the pre-inspection parents' meeting, particularly in relation to boys. Classroom libraries need to be supplemented with non-fiction as well as fiction books and there are insufficient resources for pupils to listen to taped stories on a regular basis at key stage 1.

MATHEMATICS

125. In the 1999, end of key stage 2 national tests, pupils' performance was well below the national average. The percentage of pupils reaching the higher level, level 5, was below the national average. The 1999 results show an overall improvement over those for 1998 and there has been steady improvement over the past four years which, although below national averages, is keeping pace with the rising national trend. Teacher assessments for the current year predict that the number of pupils attaining level 4 or above end of key stage 2 will meet the school target of sixty per cent.
126. In comparison with the results achieved in schools with pupils from similar backgrounds, nationally, pupils' performance was broadly in line with the average. Within a "family" group of ten similar schools, within Kingston-upon-Hull the school is ranked fourth for its performance in mathematics.
127. In the 1999, key stage 1 national tests, pupils' performance was below the national average. The percentage reaching the higher level, level 3, was below the national average. Standards were above the national average in 1997, close in 1998 but fell below in 1999 which reflects a decline in the national trend over that period of time.
128. In comparison with the results achieved in similar schools, nationally, pupils' performance was broadly in line with the average. In comparison to the performance of ten similar schools within the LEA, the school is ranked third for its performance in mathematics.
129. In lessons observed and work examined in year 6 attainment is below the level expected for their age and in the current year 2 attainment is broadly in line with the national age related expectations. Standards in number are well below the average on entry to reception but as pupils progress through key stage 1 achievement overall is at least satisfactory and for nearly half of the pupils, good. Attainment is better in number than in other areas and by the end of key stage 1 standards are broadly in line with the levels expected, nationally. Older pupils are able to recognise 3 digit numbers and apply their knowledge to solve problems. Year 2 pupils are also attaining expected levels in shape work; they are able to recognise the properties of shapes including counting right angles and sides.
130. Pupils' achievement as they progress through key stage 2 is mostly satisfactory to good. Most pupils are attaining standards that are broadly in line with the levels expected in number, shape, measures and handling data. At the end of key stage 2 pupils lack confidence in problem solving activities and the use of strategies to apply their mathematical skills in everyday situations.

131. The quality of teaching at key stage 1 is never less than satisfactory and is good overall. In two out of five lessons observed, teaching is very good. The quality of teaching is consistent with the last inspection but there is improvement in the impact teaching is having on pupils' learning, especially the more and less able. In this inspection pupils' learning is good, compared to satisfactory in the last report. All teachers have good subject knowledge and basic skills are taught well. Particular strengths of the teaching are the planning of the work; teachers' positive management of the pupils, which is very good; effective teaching of mental strategies and questioning skills which encourage, prompt and challenge pupils throughout lessons. Direct teaching is challenging pupils to learn skills and facts an improving their mental agility. It is used effectively to exemplify concepts and to positively reinforce learning. For example, in one lesson, pupils' knowledge and understanding of multiplication tables is effectively rehearsed to prepare pupils to use their knowledge and skills in a different context. In a further lesson, positive strategies are used to teach pupils' to add on 9 by adding 10 and taking 1 away.
132. The quality of teaching at key stage 2 is satisfactory overall. The quality of teaching is consistent with the last inspection but there is an improvement in learning, which is satisfactory, compared to unsatisfactory in the last report. Particular strengths of the teaching include effective differentiated questioning skills, which encourage and challenge pupils of different abilities to make choices, and explain the mental processes being used. At lower key stage 2, place value is taught particularly well to enable pupils to add and subtract pounds and pence confidently. In upper key stage 2 high expectations, effective use of mathematical vocabulary and enthusiastic direct teaching is enabling pupils' to make good gains in their knowledge and understanding of reflective symmetry. Where teaching is most effective, teachers are well prepared, have high expectations and use time and resources effectively to reinforce teaching objectives. In the best lessons, relationships and attitudes to learning are positive and most pupils are making gains in their learning; they are building on their prior knowledge and skills and apply these to new situations. For example, using a number line, older pupils are extending their knowledge of positive and negative numbers and are able to calculate answers mentally to find the position either plus or minus on a thermometer. Clear and detailed mental arithmetic sessions with an emphasis on fun and learning together, pave the way to well planned mathematics lessons whereby learning is sustained through positive attitudes and relationships. Plenary sessions, in most lessons are used effectively to revisit key teaching points and allow pupils to reflect upon their learning in the lesson.
133. Where teaching is less than satisfactory in a small number of cases, a predominance of time is spent on behaviour management and there is an inappropriate match of work to the ability of pupils, both the least and more able. In books examined, marking is not being used to assess progress and to inform the planning of future work to provide continuity in learning. Further evaluation of marking and on-going assessment is required, to ensure pupils' work is consistently matched to ability; appropriate progress targets set to support and challenge pupils further and feed back provided to pupils on progress made.
134. Pupils with special educational needs are organised in mixed ability classes up to year 1 then into ability sets for numeracy in year 2 and key stage 2. Evidence from lesson observations suggests that although the range of ability in the lowest sets is extremely wide, pupils with special educational needs benefit and make good progress in these lessons.
135. The National Numeracy Strategy is being implemented effectively by teachers and the structure is having a positive impact on pupils learning and confidence. Teachers use the key objectives in the National Numeracy Strategy for assessment

and make regular judgements on pupils' ability. The school assessment file also identifies the ability of pupils and their progress between year groups. The promotion of numeracy across the curriculum is satisfactory. Data handling skills are developed in science as well as knowledge of measurement, scale and co-ordinates in geography. The quality of mathematics on display in classrooms to encourage learning ranges from satisfactory to very good. ICT is being used well to support mathematics in most classes, particularly control technology.

136. The two mathematics co-ordinators provide good leadership and management. They have successfully managed the introduction of the National Numeracy Strategy. The Leading Mathematics Teacher is a strength of the school and has had a very positive impact on raising standards as well as providing valuable additional support to teachers through demonstration lessons. Co-ordinators have conducted an audit and used this to write a subject development plan. They have worked with the numeracy governor, who is enthusiastic and is clear about his role and the current priorities. The subject is well resourced with materials and equipment strategically deployed to year groups to support the age related learning objectives in the strategy. The co-ordinator has monitored the quality of teaching in lessons and is evaluating teaching styles and questioning skills to secure improvement in teaching and learning. The ability sets are having a positive impact on improving standards along with the National Numeracy Strategy. However, further evaluation of planning and teaching strategies within the sets is needed to ensure that pupils of differing ability within sets are challenged and supported appropriately.

SCIENCE

137. At the end of key stage 2, pupils' attainment in the 1999 national tests was well below the national average, but was broadly in line with the average for similar schools. In comparison to ten similar schools within the LEA the school was ranked sixth. The percentage of pupils attaining at the higher levels was well below the national average and well below the average for similar schools. In 1997 and 1998, pupils' test results showed a marked improvement, but in 1999 results declined.
138. At the end of key stage 1, teacher assessments in 1999 showed that most seven year olds were working at the expected national average, although the percentage of pupils who attain the higher levels was well below the national average. When their attainment is compared to that of pupils in similar schools, it was well above average. In comparison to similar schools within the LEA the school was ranked first. Overall, attainment at key stage 1 has improved since 1997.
139. During the inspection, pupils' achievement at key stage 1, in relation to their ability, is satisfactory and attainment is in line with the level expected for the development of their knowledge and understanding of science. Achievement in experimental and investigation skills is unsatisfactory and below the level expected by the end of the key stage. Pupils in year 1 can name the parts of a plant and are beginning to appreciate the conditions necessary for successful plant growth. By the end of key stage 1 pupils, during an investigation into insulation, describe their observations and suggest reasons why water cools at different rates depending on the type of insulation being used. Pupils are not sufficiently working in small groups, turning some of their own ideas into a form that can be investigated.
140. Pupils at the end of key stage 2 are attaining below the level expected. When questioned about work in their books, pupils were often confused, for instance mixing distance with speed and gravity with friction. In experimental and investigative work, pupils studying forces are over dependant upon teachers to support them and have not a good grasp of how to conduct a fair test for themselves. Girls in particular are not participating in practical work with the same

enthusiasm as boys. Achievement at key stage is unsatisfactory, due to unsatisfactory planning of lessons, where work is not matched to pupils' abilities. In lessons throughout the key stage, pupils are working either, at levels below their ability, for example in a lesson on teeth at year 3 or, on subject content that is far too complex, such as a study of planets in year 5, where pupils with learning difficulties make poor progress in the lesson.

141. The quality of teaching is inconsistent and overall unsatisfactory. Examples of good teaching are found at both key stages but there has been a decline in the quality of teaching science since the last inspection.
142. Teachers plan lessons using the school's scheme of work. However teachers' knowledge of the content of the national curriculum programmes of study is poor, resulting in the teaching of activities which are frequently not matched to the age or ability of the pupils. From evidence obtained by talking to pupils and by looking through their books, a great deal of time is being spent on science concepts that are inappropriate for pupils of this age. For example, past lessons at key stage 1 have covered how rainbows are made and on another occasion diagrams of the inner ear. The lack of opportunities presented to pupils to work collaboratively and lack of opportunity for pupils to work with less dependence on the teacher as they get older limits pupils' learning and is leading to unsatisfactory progress. Practical investigative and experimental work is unsatisfactory and is often led by the teachers while pupils observe. No collaborative work was observed and pupils were seldom given the opportunity to work independently of their teacher. Teachers assess pupils' progress each half term, but rely far too heavily on assessments made using one or two specific worksheets, rather than using all of the information they have gathered over a period of time. The majority of teachers do not use the information gained through assessment to plan successfully for pupils of different abilities and consequently progress is unsatisfactory. Pupils' recording of what they have been taught is often superficial and frequently reflects too low an expectation by the teachers, especially regarding presentation.
143. In the best lessons teachers are challenging pupils and ensuring a good lively pace is maintained. They are enthusiastic and use questioning skilfully to assess pupils, knowledge and understanding and the progress they have made in lessons. Good examples occur in year 2 in a lesson on insulation and at year 4 in a lesson where pupils are studying plant growth. In a lesson at year 6 pupils studying forces and movement, using spinners are being constantly challenged by the teacher to describe their investigative processes, to assess their learning and progress. In the best lessons pupils with special educational needs are very well supported by their class teachers and by additional support staff, where available and they make good progress. All teachers manage pupils well, resulting in high standards of behaviour and good levels of concentration. Throughout the school, pupils respond with enthusiasm in science lessons despite the unsatisfactory planning of lessons.
144. There is limited opportunity in science for pupils to apply skills that they have learned in information communications technology, numeracy and literacy.
145. The science scheme of work is unsatisfactory. Teaching is hampered by its' content of learning objectives and activities which do not provide teachers with the appropriate level of work for the pupils' age and ability. The scheme does not promote continuity or progression of learning across the key stages. It needs a great deal of revision to bring it into line with the revised national curriculum of 1995 and will need further changes when Curriculum 2000 is put into practice.

ART

146. It was not possible to observe more than one lesson but evidence of work displayed

around the school shows pupils' achievement, in relation to their ability, is satisfactory and attainment at the end of each key stage is broadly in line with the level expected. Standards in drawing and painting are less well developed, for example, when pupils are working independently or completing observational work such as painting flowers or other natural objects.

147. Attractive and stimulating displays of pupils' art work contribute significantly to the appearance of learning environment and show how highly all pupils' artwork is valued. Pupils, including those with special educational needs, respond well to this area of the curriculum. At both key stages, pupils experience a range of media and are given opportunities to apply processes to their work in other subjects. For example, pupils at key stage 2 explore techniques using modelling materials to make a model of an Egyptian mummy.
148. Evidence from displays around the school show that teachers use the work of artists such as Paul Klee and Salvador Dali to inspire creative pieces of art. Folk stories, for example the Green Man, and traditional tales are also used for whole class displays, supporting work in literacy. Pupils are given experience of mixing colours to explore shades and tones and then apply their skills to portrait work. Contrasts in colour are explored such as black and white in a range of materials for collage and printing.
149. Resources are adequate and well organised. The scheme of work for art covers the elements of painting, drawing, printing, collage, textiles and 3D work. However, the learning objectives it sets down are too broad, making it difficult for teachers to check that skills are being built on and extended as pupils move through the school. In the same way guidance on activities is very general in content and is not linked sufficiently well to skills. This makes it difficult for teachers, particularly the non-specialist, to know about what activities have been planned for pupils in previous classes so that they can extend pupils' knowledge and understanding.

DESIGN AND TECHNOLOGY

150. In the one lesson observed and in samples of pupils' work, attainment in design and technology is broadly in line with the national expectations, although some skills are underdeveloped by the end of key stage 2.
151. By the end of key stage 1 pupils are able to use simple marking, measuring and cutting skills to make a felt puppet. They plan and use their own designs to complete the puppet's facial features and can label their drawings. They use simple stitching and gluing techniques to join materials together. By the end of key stage 2 the majority of pupils can measure, mark, cut and join materials to make a cube of a given size. With prompts they can recall how to strengthen a structure using triangles. They can make simple technical drawings of their own designs and label them. They are able to follow instructions to make a roundabout using a net diagram. However some skills are underdeveloped such as those needed to carry out research and to make use of mechanisms and computer control in their models.
152. Teachers are now using the QCA schemes of work to plan for progression in learning. This will ensure that underdeveloped skills will be addressed as pupils move through the school, improving their achievement and levels of attainment. Pupils are being encouraged to evaluate their work and record the changes they would make to improve the finished product. Overall pupils make satisfactory progress; pupils with special educational needs are making good progress such as in the making of cams and puppets. These pupils would benefit from additional support materials for the writing element of their work.
153. There is a clear policy for this subject that includes guidance for teachers on the use

of resources and health and safety issues. Resources are well organised but not always readily accessible to pupils. This could restrict the choice of materials to the range selected by the teacher.

154. The co-ordinator for this subject provides good leadership. Training has been provided for teachers in this subject area. Links have been made with British Aerospace giving the school access to an alternative scheme of work, with easy to follow guidance. This has contributed to helping pupils experience success with more challenging tasks, for example, using pneumatics in year 3 to make a card dragon 'roar'. The scheme has been also useful where skills have been underdeveloped in year 6. The overall result is that teacher confidence and subject knowledge has improved since the last inspection. And this helping to improve progress in lessons, where pupils are beginning to use a wider range of tools and materials.

GEOGRAPHY

155. During the inspection it was only possible to observe 3 lessons. Additional information about standards in geography has been gathered from a broad range of evidence which has included talking to pupils about their understanding of the work they have done; looking at their books and work on display around the school; talking with the geography co-ordinator and scrutinising teachers' plans.
156. Standards of work across the school are often below national expectations, particularly at upper key stage 2. By the end of year 2, pupils are able to identify features of the countryside and give similarities and differences between a village and their local area. Pupils are aware of the 4 points of the compass, but the work they produce is often very basic and poorly presented. By the end of year 6 pupils can pick out roadways on an ordnance survey map and can plan a route using road numbers. Overall, however, map reading and research skills are underdeveloped by the end of key stage 2. Pupils are unable to use the contents and index pages of an atlas confidently and are unable to use four-figure grid references and co-ordinates. Knowledge and understanding of geographical terms and facts is below national expectations.
157. In the lessons observed, teaching is variable ranging from good to unsatisfactory. Features of teaching in the lessons that helps pupils to make at least satisfactory progress, in relation to their ability, include: effective use of support staff; work linked to pupil's experiences; effective questioning techniques to extend pupil's thinking; use of time limits to inject pace; use of well presented resources and effective use being made of praise and encouragement. Teachers provide pupils with a good range of visits to local and contrasting localities. Unsatisfactory teaching and progress occurs in lessons when: work is insufficiently challenging for pupils, or too difficult for the age and ability of the pupils; there is too much teacher input and insufficient opportunities for pupils to respond and inappropriate resources are used eg use of the world map and the street map of Edinburgh for less able year 2 pupils. On-going, informal assessments, which help teachers to plan work to individual pupils' needs, is not used consistently contributing to unsatisfactory achievement and progress for some pupils.
158. There are insufficient opportunities to develop the basic skills of literacy and numeracy through the geography curriculum. Much of the work is covered through teacher input, discussion and first hand experiences, thus evidence of recorded work is limited or often rather basic.
159. Resources for geography have been improved since the last inspection and are now adequate. The co-ordinator monitors the medium term planning. She has observed teaching in 3 classrooms and has provided feedback for teachers on strengths and

areas for development informally. There has been no opportunity to return to classrooms to monitor progress made on the areas highlighted for development.

160. Improvement in attainment in geography since the last inspection has been unsatisfactory as previously attainment was judged to be in line with national expectations at both key stages.

HISTORY

161. During the course of the inspection it was only possible to observe one lesson of history. Evidence from pupils' work was gathered but was not sufficient to make a secure judgement about pupils' attainment, achievement or progress. At the present time there is no co-ordinator but this will be rectified in September when a member of staff will take on the role.
162. Evidence from pupils' work shows that teachers follow the school's agreed plan for each year. At key stage 1 pupils are given opportunities to develop their understanding of the past and how it is different to the present. They do this by looking at old and new objects or pictures from the past and present. They write about people from the past and try to develop their understanding of the differences in the way of life of royalty and ordinary people. At key stage 2 pupils learn about the impact of the World War II on the lives of everyday people. They try to understand how it felt to be an evacuee and talk about the differences in fashion between then and now. In the lesson observed, where this was the focus, teaching was good.
163. Evidence shows that at both key stages written work is often planned around poor quality worksheets or relies on copying text from the board. Tasks are not sufficiently well matched to the abilities of the pupils and so lower attaining pupils and those with special educational needs learn very little and make unsatisfactory progress. These pupils would benefit from additional support materials for the writing element of their work so that they can use the skills they have learned in literacy lessons to good effect. In the same way, higher attaining pupils need work matched to their needs to stretch and extend their skills. For example, they need to be shown how to raise and find the answer to their own questions about the past. They need to further develop their ability to carry out research using the library and other sources of information such as photographic evidence and artifacts.
164. The curriculum is enriched by visits to places such as Grimsby Museum and Yorvik. Pupils benefit from visitors who take on a role from history such as a Viking. On these occasions pupils are able to wear Viking clothes, carry weapons and make pottery. These activities help pupils to gain a real insight into the way of life of these people from the past. The opportunity to develop literacy skills by writing in depth about such experiences is, however, underdeveloped.
165. Teachers' comments on pupils' work often encourage and praise efforts but do not always show pupils how they can improve. This is particularly so for lower attaining pupils where poor quality work is often accepted and not improved upon.
166. Resources are adequate and well organised. The scheme of work sets out very clear learning objectives for each study unit. Further guidance on how these should be delivered would ensure that a range of teaching styles is used and a broader range of activities planned to motivate and inspire pupils' written work.

INFORMATION TECHNOLOGY

167. Standards of attainment at the end of both key stages are in line with national expectations. This shows an improvement since the last inspection at key stage 2

where standards were judged to be below those expected nationally, especially at the upper end of the key stage.

168. By the age of seven, most pupils acquire basic keyboard skills. They know the function of the space bar and the back space key and are able to save their work with little or no help at all. They confidently log on and off the computer network system. Year 2 pupils use a range of tools in a drawing/painting package to design an image about the country code that will later be printed onto a T-shirt.
169. By the age of eleven, pupils have gained appropriate experience in the generic ICT skills. They know their way around the computer well and can combine text with graphics in a desktop publishing program, having first found and saved an image on the Internet. Pupils do not sufficiently evaluate their own work; for example, when using Word Art to create text to accompany an image, they should consider whether or not they could further improve the layout of their design.
170. Achievement at key stage 2 is satisfactory. In year 4, pupils know that a screen turtle obeys the same commands as a floor turtle. They successfully enter commands to direct the screen turtle to draw a number of steps. In year 5, pupils consider a range of graphs and charts and discuss which would be the most appropriate for the presentation of different information. Pupils' experience of control technology is not wide enough. They have very little experience of monitoring using ICT. Consequently their skills in these two aspects of ICT are not as well developed as in the other aspects.
171. The quality of teaching is good or very good throughout both key stages. This is an improvement since the last inspection when it was reported as being satisfactory. Particular strengths of the teaching are the management of pupils; the clear introductions and demonstrations at the beginnings of lessons; the pace of lessons; teachers own subject knowledge; the level of challenge given to pupils and the teachers enthusiasm for the subject. These features of teaching ensure that pupils' learning is effective and that they make good progress. They are also significant factors in gaining a positive response from pupils, who work well in pairs and small groups and support one another. The management of pupils' time in lessons requires improvement, more able pupils who finish their task quickly, are not always given extra work, when working in the ICT room and consequently progress is hindered.
172. There is inconsistent practice throughout the school regarding the use of ICT across the curriculum. Medium term planning does not draw upon the use of ICT to support pupils' learning in other subjects.
173. The school has recognised the importance of developing ICT. An important demonstration of this is the use of National Grid for Learning (NGfL) money to create an ICT room which houses nine networked RM PCs. The school has its own web site and pupils are given the opportunity to contribute to this. The Apple Mac computers that remain in the classrooms are under used. Providing continuity between the skills learned in the ICT room and what is practised in the classrooms is proving difficult because of the difference in hardware and software. When considering displays of work throughout the school and work in pupils' books, ICT is not given a sufficiently high profile.
174. The two co-ordinators for ICT work well together and each has a good knowledge of the subject. They provide constant support to their colleagues both on a daily basis and in regular staff meetings, providing 'help' notes and leading INSET sessions. The available resources are well distributed and are well cared for. The scheme of work for ICT needs revising, to reflect the national curriculum requirement that more

time is spent on the communication and data handling aspects of ICT than on control, monitoring and modelling.

MUSIC

175. Standards attained are above those expected at the end of key stage 1 and are in line with those expected at the end of key stage 2. Overall, pupils' level of achievement is satisfactory as they progress through both key stages.
176. At key stage 1, pupils build on their earlier musical experiences in the nursery class. Pupils sing enthusiastically and tunefully. They respond with enthusiasm to rhythm and the beat of the music and pupils spontaneously begin to clap to the music from Africa. By year 4 pupils are able to sing in two parts and sing tunefully while accompanied by tuned and untuned percussion, played to a graphic score written by the pupils. As a large group containing all pupils at key stage 2, singing is enthusiastic but use of phrasing, intonation, evaluation of performance and points for improvement are not given prominence. Although these same teaching points are also missing in a lesson using a taped radio programme clear teaching points are made about musical mood and intention and pupils' performance demonstrates their understanding and application of this knowledge.
177. The teaching is satisfactory overall with some good lessons. The school's scheme supports teachers and provides good guidance on key teaching points and exemplification of music vocabulary. However, the selection of music to be used for appreciation is essentially European and music from other cultures is under-represented. There is a similar imbalance in the selection of percussion instruments and song books. Pupils overall, gain enjoyment from music, they are well behaved and generally attentive in lessons. One pupil, with special educational needs is given very good support by an assistant, to enable her to read the words and join in the singing. During the inspection opportunities are lost in assemblies for listening and appraising music, as the selected piece is not introduced or discussed, however, pupils are quiet and thoughtful.
178. Good leadership is provided by the co-ordinator. She has produced a good scheme of work. The action plan for development, produced by the co-ordinator, identifies as priorities: monitoring practice; the inclusion of assessment in lessons; extra resources to include a wider range of music and instruments; increased opportunities for listening to music and a focus on the teaching of singing. When addressed these will all contribute to the continuing improvement of the music curriculum and pupils' standards of attainment.
179. Music is given a high status in the school and it provides opportunities for pupils to gain self-esteem and confidence. The music curriculum is extended through the use of the local education authority's peripatetic service. Tuition is of a high standard and is offered in the cello, percussion and brass. Pupils are given a high profile through playing for the school.

PHYSICAL EDUCATION

180. During the inspection it was only possible to observe 3 lessons, one of which was an extra curricular activity. Judgements are based on this limited sample; discussions with pupils, teachers and through scrutiny of planning.
181. Attainment is broadly in line with national expectations at both key stages. Pupils at key stage 1 are learning to improve throwing and catching skills using small apparatus. Pupils at key stage 2 are improving their athletic skills through the 10 Step Award programme and improving their bat and ball skills through extra-curricular rounders. They are able to work as part of a team and are able to take

charge of their group organisation, timing and recording their own results. All pupils make at least satisfactory progress and some pupils make good progress during these lessons.

182. There is insufficient evidence on which to base a judgement on improvement in physical education since the last inspection.
183. Teaching overall is satisfactory. They make sure pupils dress appropriately and work safely. Lessons have a clear structure and clear learning objectives. Lessons are usually paced appropriately with sufficient time for pupils to practice skills, improve performance and therefore make progress. Teachers make use of pupils to demonstrate good practice and intervene to reinforce teaching points and this helps others to make progress. Where teaching is most effective praise and encouragement is used effectively to build pupils' confidence.
184. There is a comprehensive scheme of work, which covers the full range of the PE curriculum. The scheme of work includes commercially produced lesson plans, which give support to non-specialist teachers. There are priorities listed within the development plan to revise the curriculum in the light of changes to the whole curriculum in September. There are also plans for the new co-ordinator to monitor the quality of resources and the quality of teaching and learning.
185. Curricular provision is satisfactory, although the school may wish to consider increasing the amount of time given to PE when implementing the revised curriculum in September so that pupils receive more than 1 session per week. A range of extra curricular activities enhances the curriculum mainly for key stage 2 pupils. There are opportunities, on occasions, for competitive activities within the cluster of schools and beyond. These make a good contribution towards the attainment and progress of pupils in physical education lessons. Extra-curricular activities and competitive sports provide opportunities for mixed gender as well as single gender involvement. The school holds a sports fun day each July which parents are invited to attend. Some parents at their meeting did request a return to more competitive sports days but these had to be cancelled due to the over-competitiveness of some parents and the inappropriate role model parents presented to pupils.

RELIGIOUS EDUCATION

186. Standards in religious education are in line with the expectations expressed in the locally agreed syllabus. At the end of key stage 1 pupils are able to offer reasons for what makes them special, the qualities of friendship and identify some of the friends of Jesus. They can interpret the idea of wrong-doings from the story of Zacchaeus into recounting their own wrong doings. The importance of prayer in belief is highlighted in the pupils' own written prayers throughout key stage 1 and lower key stage 2. Younger pupils describe prayer as a 'thank you to God'.
187. By the end of key stage 2 pupils are able to discuss and demonstrate their understanding of the story of Saul's conversion. A particular feature of good quality teaching is the link made by the teacher for the pupils to reflect on incidents in their own lives. These personal experiences bring the paired discussion to life and the whole class debate the issues raised. And show respect and value of others. These activities make good contributions to the use of English and to pupils personal development.
188. The quality of teaching is satisfactory overall. Work is planned thoroughly but the assessments identified at the medium term planning stage focus on knowledge rather than understanding and application; progress therefore is difficult to determine. The opportunities for reflection, development of understanding and

reasoning are under-represented in class teaching. Assemblies are planned to complement and extend the teaching of the locally agreed syllabus and scheme of work. The two assemblies led by the local vicar arouse pupils' interest and willingness to participate. They have a clearly religious focus and offer opportunity for interpreting bible stories and the teaching of Jesus.

189. Generally pupils respond positively to their learning experiences in religious education. The theme of specialness and friendship is well developed across both key stages and makes very effective links to the pupils' spiritual, moral and social development. Pupils explore the different aspects of growing within a Christian ethos. They visit local churches and representatives from these churches visit school.
190. In order to improve the teaching, pupils' progress, achievement and the standards they attain, further development of assessment is required. This should focus on pupils' grasp of religious concepts and understandings of the impact of belief on peoples' lives in a variety of faiths. These areas were identified in the previous OFSTED inspection and have not been fully addressed as yet. Teaching about other faiths needs to be re-considered. There are presently too few opportunities to learn about the similarities and differences in religious beliefs and the importance they play in the lives of others. At present the policy and the medium term planning states that fifty-one per cent of the teaching time should be focussed on Christianity but the resources, particularly library and classroom books, do not demonstrate the commitment to other faiths. The school is in a good position to address these issues through the implementation of the new locally agreed syllabus and the appointment of a new and enthusiastic co-ordinator.