

INSPECTION REPORT

HIGHLANDS PRIMARY SCHOOL

Kingston Upon Hull

LEA area: Kingston Upon Hull

Unique reference number: 117904

Headteacher: Mrs J Drinkall

Reporting inspector: Anna Dawson
11608

Dates of inspection: 6 – 9 May 2003

Inspection number: 247828
Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr I Boughen
Date of previous inspection:	30 th April 2001

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11608	Anna Dawson	Registered inspector	Science; art and design; design and technology; educational inclusion.	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31718	Denise Shields	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for pupils? How well does the school work in partnership with parents?
25509	Judith Clarke	Team inspector	Geography; information and communication technology; Foundation Stage.	
27545	Andrew Scott	Team inspector	Mathematics; physical education; religious education; special educational needs.	
30834	Ann Lowson	Team inspector	English; history; music.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Highlands Primary School is a community school catering for pupils aged three to 11. It is a large school, situated on the northern outskirts of the city of Kingston Upon Hull. There are 39 children in the nursery and of these 26 attend full time. In the main school, there are 236 pupils on roll, 127 boys and 109 girls. On entry to the nursery, the children have extremely poor language, mathematical and social skills. There are 102 pupils on the register for special educational needs, which, at 37 per cent, is well above the national average. Most of these have learning difficulties in literacy or social and emotional difficulties. There are three pupils with a statement of special educational need. This is broadly in line with the national average. Forty-nine per cent of pupils are eligible for free school meals. This is well above the national average. The vast majority of pupils are from white European backgrounds. There is a very small number of pupils from minority ethnic backgrounds. All pupils speak English as their first language. Pupils' movement in and out of the school is higher than average. The characteristics of the school are broadly similar to those reported at the time of the last inspection in 2001. The school is part of an Education Action Zone (EAZ). The school also takes part in the Intensifying Support Project (ISP) and the Sure Start programme.

HOW GOOD THE SCHOOL IS

This is an effective school providing a positive climate for learning. It is very well led and managed, the school's aims of developing personal as well as academic and social skills are promoted successfully by the staff. Attainment is still low mainly because in the past there has been a high turnover of staff as well as ineffective teaching and learning and poor pupil behaviour. However, teaching and learning are now good and as a result most pupils are achieving well. Although the historic picture is poor, the current situation is good and standards are rising. There is very good provision to help all pupils succeed. Despite high unit costs the school gives good value for money.

What the school does well

- The governors and the headteacher set very clear educational direction for the school to raise standards.
- Most pupils achieve well by Year 6 because of the good teaching and the very good care they receive. They achieve very well in information and communication technology, music and physical education.
- The pupils get a good start in the Foundation Stage¹.
- There are very good relationships within the school and consequently most pupils behave very well and have good attitudes to learning.
- There is very good provision for extra-curricular activities.
- The school makes very good provision for pupils' personal, moral and social development.

What could be improved

- Standards in English and mathematics.
- The pace of work and challenge set for the higher attaining pupils in some lessons.
- The attendance and punctuality of a minority of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

¹ The Foundation Stage refers to children in the nursery and reception classes.

The school has made good improvement since the last inspection in 2001. With regard to the key issues for improvement, the school has continued to raise standards, especially in Key Stage 1. The use of assessment to plan pupils' learning has been improved and the subject expertise of the staff has been strengthened. Good improvement has also been made in the leadership and management of the school, the quality of teaching and learning, the relationships within the school, the provision for the Foundation Stage, the quality of the curriculum and the accommodation.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E*	E*	E*	E	well above average A
mathematics	E	E	E*	E	above average B
science	B	E	E	D	average C
					below average D
					well below average E

In 2002 standards in English and mathematics for pupils in Year 6 were among the bottom five per cent of schools nationally. Over the last five years, the pupils' performance has risen at a faster rate than most schools as standards are beginning to rise. The high percentages of pupils with special educational needs and their individual attainments, low attendance and the high numbers of pupils moving in and out of the school are significant factors contributing to pupils' low standards.

Relative to pupils' attainments on entry to the school, their achievements are good overall by Year 6 and reflect the rising standards although they are still not high enough. Pupils' attainment in English is very low; it is well below average in mathematics and below average in science. The school is currently working towards raising pupils' attainments in English and mathematics, particularly in reading. In information and communication technology, music and physical education, pupils achieve very well to attain the nationally expected standards. In other subjects, pupils attain below the expected standards in art and design, design and technology, geography, history and religious education. By Year 2, pupils achieve well relative to their starting points. Standards are well below average in English, below average in mathematics and match the nationally expected standards in science. In other subjects, pupils attain the expected standards. In the Foundation Stage, pupils achieve well in all areas of learning, except in their personal, social and emotional development where they achieve very well. They are likely to still be working well below the Early Learning Goals by the end of their reception year. The school has set challenging targets for pupils in Years 2 and 6 for 2003 and is on course to meet or exceed its targets this year for pupils in Year 2. However, in Key Stage 2, the targets are not likely to be achieved. This is because in this group there is poor attendance and a high percentage of pupils with special educational needs and a high percentage of pupils moving in and out of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils concentrate well during lessons. They enjoy school and take very good care of their resources.
Behaviour, in and out of classrooms	The behaviour in lessons and around school of the vast majority of pupils is very good. Pupils are welcoming and polite to visitors.
Personal development and relationships	Pupils respect the views of others. This is evident in the good relationships between pupils, staff and other adults who work in the school.
Attendance	Most pupils are punctual and arrive on time. Attendance is however, below average due to a significant minority of pupils who have irregular attendance and punctuality.

The positive approach towards encouraging self-respect and respect for others is central to the school's aims and values. This is a happy community where the pupils' positive attitudes to learning and very good behaviour are a major contributing factor to their good achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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.

The quality of teaching and learning is good overall. The teaching is good in mathematics, science, information and communication technology, art and design and music. In English it is good in Years 1 and 2 and satisfactory in Years 3-6. The very good relationships within the school promote pupils' good achievement and most pupils are learning well. The basic skills of reading, writing and mathematics are taught satisfactorily. However, there are insufficient opportunities for pupils to practise and develop these skills across the curriculum. Consequently, pupils find it difficult to apply these skills in their work. In particular, pupils in Years 5 and 6 have low levels of skill resulting from gaps in their learning from past poor teaching and frequent staff changes. Information and communication technology is being taught effectively through all subjects. Teachers work successfully together, sharing their expertise to plan pupils' work. In the very good lessons, the teachers apply the methods advocated in the national literacy and numeracy strategies matching the work thoroughly to the needs of the pupils. When teaching is satisfactory, work is at a slower pace and does not always match the pupils' needs, especially those of the higher attaining pupils. The staff take care to fully include all pupils in lessons and all other aspects of school life. The pupils with special educational needs make good progress. They are successfully helped by the teaching assistants. Most higher attaining pupils in Years 1 and 2 are achieving as well as they should but they are not always sufficiently challenged in Years 3-6. The quality of teaching is good in the Foundation Stage. The teachers use their assessments well to plan a wide range of interesting and enjoyable activities for all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements. Very good opportunities are planned to help all pupils to learn. The school provides a wide-range of extra-curricular activities which has a positive impact on learning.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early. The pupils receive skilled help in lessons or when they are taught in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is very good provision for moral and social development and good provision for their spiritual and cultural development. The school prepares its pupils satisfactorily for life in a diverse society.
How well the school cares for its pupils	The school takes good very good care of its pupils. There are very good procedures for the assessment of pupils' work to guide curricular planning. Effective procedures are applied for child protection. There are very good procedures in place for promoting pupils' good behaviour and attendance.

The school has a good partnership with parents. The parents think highly of the school and appreciate the care the school takes of their children. However, few help their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher sets very good educational direction for the school. The teachers and non-teaching staff work together successfully.
How well the governors fulfil their responsibilities	The governors work very well together to achieve the school's aims and fulfil their statutory duties.
The school's evaluation of its performance	Very good. The school has very good systems for monitoring and evaluating its performance.
The strategic use of resources	Very good. The school makes the best use of available resources through excellent strategic planning. Spending is closely monitored to get the best value for money.

There are sufficient well-qualified teachers who are assisted by the experienced teaching assistants. The accommodation is well furnished and maintained very well. Learning resources are good overall and very good in English, mathematics and information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Parents have positive views of the school and appreciate the care given to their children. • Their children like school and make good progress. • The leadership and management of the school. • The quality of teaching is good and is helping their children to achieve their best. • They feel comfortable about approaching the school with queries or concerns.	• A few parents would like the provision for homework improved.

The inspectors agree with the positive view of the school held by the parents. The provision of homework falls within the normal range expected for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Summary

1. By Year 6, pupils achieve well overall. In information and communication technology, music and physical education, pupils achieve very well to attain the nationally expected standards.
2. However, standards are still not high enough. The school has been through a turbulent period during the past 5 years, marked by poor teaching and learning, very low standards and pupils' poor behaviour. This is now not the case. Pupils particularly in Years 5 and 6, have missed essential teaching of basic skills in English and mathematics which have contributed to the very low standards they attain. The teachers have worked hard to improve pupils' skills and plug the gaps in their learning. The pupils are now achieving well but despite good teaching overall, there are still factors that adversely affect the standards pupils attain, which are:
 - the high percentage of pupils with special educational needs;
 - the constant movement of pupils in and out of the school;
 - the low rate of attendance of some pupils;
 - many changes of teachers;
 - the lack of help at home.
3. Within the last four years, however, the trend for improvement in standards in English, mathematics and science has exceeded the national trend for pupils from Years 3-6 as more pupils are now attaining the expected and higher standards. In 1998, for example, between 15-18 per cent of pupils attained the expected level 4 in mathematics or English. Because most pupils are currently achieving well, these percentages of pupils attaining the expected standards have risen. Although standards are not yet high enough, they are set to rise further. Last year 44 per cent of pupils attained the expected national level in English, 38 per cent in mathematics and 78 per cent in science. Whereas there were no pupils attaining level 5 in 1998, 2 per cent in English, 9 per cent in mathematics and 16 per cent in science attained at this level in 2002. The school has set challenging targets for pupils to attain in English, mathematics and science in 2003. In Years 1 and 2, these targets are likely to be achieved or exceeded. However, in Years 3-6, the outcomes are likely to be lower than for the previous year because of the overall percentage of pupils in the present Year 6 with special educational needs and the missed learning in the last four years. Despite the clear expectations set out in the home-school agreement many parents do not help their children with reading and homework tasks and a significant minority do not ensure the regular attendance and punctuality of their children.
4. Year 6 National Curriculum comparisons need to be treated with caution because of the high numbers of pupils moving in and out of the school and the high proportion of pupils with special educational needs and low attendance. The mobility and attendance of pupils has affected the achievement of pupils and could not be accounted for when the targets were set. By Year 6, only 48 per cent of pupils have attended at the school from their reception year. Approximately 20 per cent of pupils in this year group have low attendance. Attendance although still not high enough in the school, has risen from

91.9 per cent in 1999 to 93.5 per cent in 2003. Within the last month this has risen to nearly 94.1 per cent which is the national average.

5. In Year 6, 44 per cent have special educational needs. They achieve well on the targets set for them. However, they are unlikely to attain the nationally expected standards. This is also the case for those with low attendance who make good progress when they at school. Approximately 30 per cent of pupils identified for intensive support make more than the nationally expected progress in English and mathematics but while their achievement is good it is not sufficient to raise the standards to another level. Of other pupils and the small percentage of higher attaining pupils, achievement is at least satisfactory. While some higher attaining pupils are achieving well and attaining at the higher levels there is a minority who could achieve higher standards.
6. This represents a real challenge for the teaching staff. However, standards are rising. The significant features contributing to the good achievement of most pupils are:
 - the quality of the teaching;
 - the very clear procedures to track pupils' achievement and attainment in order to set challenging work for pupils;
 - a clear code of conduct and improved behaviour and the encouragement given to pupils to succeed by all the staff;
 - the clear school focus for driving up standards in English, mathematics and science, particularly through the Intensifying Support Project;
 - the additional help from the EAZ project to raise standards in information and communication technology;
 - the free breakfast club and the help given to pupils with homework;
 - the very good procedures for raising attendance;
 - the positive climate for learning for all groups of pupils.
7. An achievement award has just been granted to the school in recognition of the work by the teachers in raising standards last year. The teachers, teaching assistants and non-teaching staff promote a culture which builds children's confidence, self-esteem and good attitudes to learning. Good attendance is encouraged and rewarded. All groups of pupils are fully involved in school life.

The Foundation Stage

8. Most children enter the nursery after their third birthday with extremely poor language, mathematical and social skills. A significant number have speech and language problems. The children achieve well and make good progress towards the Early Learning Goals. In the development of their personal and social skills, their achievement is very good. On entry to the reception class, the attainments of most children are poor. The children continue to achieve well in their learning throughout their reception year. By the end of the reception year, most children, despite their good progress, are likely to attain standards well below the expected Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. In their personal, social and emotional development, children build on their very good achievement in the nursery and most are in line to attain the expected Early Learning Goals by the end of the reception year. The children's very limited language skills hinder considerably their progress and continues to do so throughout their primary years. Assessments of children's attainments made on entry to the nursery and reception classes help the teachers to plan work to meet the needs of the pupils.

Years 1-2

9. Pupils achieve well even though by Year 2, standards are well below average in English and below average in mathematics. The pupils meet the nationally expected standards in science. This is an improvement from the last inspection as increasing percentages of pupils are beginning to attain expected and higher standards, particularly in writing, mathematics and science. In art and design, design and technology, geography, history, information and communication technology, music and physical education, pupils' achievement is good and they attain the nationally expected standards. In religious education, pupils meet the standards expected in the locally Agreed Syllabus.

Years 3-6

10. The pupils achieve well overall relative to their starting points in Year 3. The pupils' lack of English skills, particularly in Year 6 has an adverse impact on their learning in other subjects particularly in mathematics and science. Pupils find it difficult to express themselves clearly, understand and make hypotheses from questions, record their work and apply their basic skills of English and mathematics in other subjects. There has been good improvement overall in pupils' achievement since the last inspection. In other subjects, pupils in Year 6 attain below average standards in art and design, design and technology, geography and history. In religious education pupils attain standards below the expectations of the locally Agreed Syllabus. In information and communication technology, music and physical education where the expected standards are not as reliant on pupils' use of English, the pupils attain the nationally expected standards.
11. There is some variation in attainment and achievement in English between boys and girls. The attainment of the boys is generally lower than that of girls. Most of the pupils with special educational needs are boys. During the last inspection, the attainment of the pupils was not reported for subjects apart from English and mathematics. However, the assessments of pupils' work and the tracking of pupils' progress support overall good improvement for the majority of pupils in English, mathematics, science and in information and communication technology.

Pupils' attitudes, values and personal development

12. Very good relationships exist between pupils and adults; this is a key strength of the school. The overwhelming majority of pupils behave very well and try hard to live up to the school's high expectations. Pupils' attitudes to work and their overall personal development are good. These positive features help to create an atmosphere where pupils enjoy their lessons; this has a positive impact on the progress they make. These findings are an improvement since the time of the previous inspection. Parents and pupils also confirm these improvements.
13. Most pupils are eager to learn and keen to participate in all the activities offered. They are particularly enthusiastic learners when tasks and activities are practical ones. For instance, pupils' attitudes are very good and very well focused in virtually all information and communication technology lessons. Similarly, investigation tasks such as exploring artefacts during history lessons and the challenge of using different media during art lessons also motivates pupils. Pupils generally listen well to their teachers and because of this they are clear about what they are to do next. There are, however, a small minority of pupils who are very easily distracted and influenced by others; they often need constant reminders from teachers to remain on task. Sometimes, concentration levels are insufficiently focused and pupils do not contribute to the lesson

as well as they should. This is usually when tasks and activities are not challenging enough to gain their full attention.

14. In lessons, and when moving around the school building, almost all pupils behave very well. This is because they are aware of and try to follow the school's established routines and high expectations of behaviour. However, there is a small minority of pupils in Years 4-6 who do not behave well and disrupt lessons and the learning of others around them. Teachers deal consistently and quickly with any problems. Behaviour is very good during assemblies, when pupils walk in quietly, with the minimum of fuss, then sit and listen. In the main, pupils line up sensibly to come in from the playground. They are polite and friendly and interested in what visitors have to say to them, they are very keen to talk about their work and what they are learning. Pupils who sometimes have difficulty controlling their behaviour are well supported by both the teachers and teaching assistants. Nevertheless, very occasionally pupils' behaviour is so extreme, that the school has no alternative but to resort to exclusion. This decision is not taken easily, the school tries extremely hard to support both the pupil and their families before this step is taken. During the previous academic year there were 11 short-term exclusions. These are attributed to three pupils, who have now left the school. Since the appointment of the current headteacher, the number of exclusions has steadily reduced. So far this academic year there have been none.
15. There is a good level of harmony among all pupils; for the most part they obviously enjoy each other's company. They support pupils less fortunate than themselves, for instance, those who have physical disabilities. Pupils listen to others' opinions and value what their friends have to say. 'Circle time'² plays a significant part in developing these attributes. Older pupils, in particular demonstrate a secure understanding of the need to show respect for others. Quotes from pupils, such as 'if they are a religious person, respect them do not offend them' and 'if they have a different skin colour, don't call them names' illustrate this very well. In the main, pupils co-operate and take turns willingly such as when using the information and communication technology suite. However, there are several instances where pupils find it difficult to share equipment and take turns, such as during some physical education lessons. Pupils readily accept and carry out maturely the increasing range of responsibilities as they move through the school. They enjoy and benefit from taking part in the extra curricular activities and school visits. Sometimes pupils are given opportunities to plan their own experiments and work in small groups, for instance, during a Year 4 science lesson when investigating materials using three light sources to discover the effect of light and shadow. Occasionally, pupils gain confidence from performance. For instance, during a Year 2 music lesson after working as a group to plan the actions to a song they were able to practice their performing skills in front of the class. But these opportunities are not consistently planned in all subjects. Pupils are given too few opportunities to develop the skills of personal study, initiative and drama in lessons.

² Circle times are class discussions where pupils discuss personal, social and moral issues that concern them.

16. Attendance has steadily improved over the last three years. This is because of the high priority the school gives to encouraging regular attendance. Nevertheless, despite the good efforts of the school, not all parents support the school's aim to ensure that their children attend regularly and on time. There are still many occasions where pupils are absent and no valid reason is provided. As a result, attendance is still below the national average. Irregular attendance also affects the standards that pupils achieve. For instance, seven pupils in the current Year 6 have attendance which is below and sometimes well below 90 per cent. As a result of this interrupted learning, these pupils are very unlikely to achieve their full potential in the national tests for 11-year-olds. There is a very small number of pupils who are persistently late each morning. This interrupts the orderly start to the school day and puts them at a disadvantage because they often miss the start to their lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching and learning is good overall but varies. In the Foundation Stage and in Years 1-2, it is good. In Years 3-6 it is satisfactory overall with some good teaching. This results in pupils achieving well overall by the time they reach Year 6; most progress is made in the Foundation Stage and Years 1-2. There has been good improvement in the quality of teaching since the last inspection.
18. There are strengths in the teaching of pupils with special educational needs, in the Foundation Stage, personal, social and health education, art and design and information and communication technology where teaching is good. The school benefits from the expertise of the EAZ technical support staff and the skills of the very experienced teaching assistant in information and communication technology promotes the subject well in school. Resources, such as access to a computer for individual children in the computer suite and the use made of interactive teaching boards (Smartboards or Activboards) linked to the computer in classes, promote learning well.
19. In the Foundation Stage, there is a good balance of directed activities and those children choose. The grounds around the school are used well to plan activities in all areas of learning. The teacher and classroom support staff work well together. The teacher successfully assesses and records children's achievements and plans work to meet the needs of all the children. Much teaching takes place in small groups and this, coupled with a wide range of planned activities, enables young children to develop the skills necessary for their future work.
20. In Years 1- 2, teaching is good. The teachers use the assessments of pupils' work well in planning lessons. A significant level of demand is placed on the pupils to ensure they are all fully involved. High expectations are set and teachers' questioning challenges pupils to do their best. Those who need additional help benefit from the additional help provided by the staff. Pupils understand exactly what is expected of them and rise to the challenges presented. In Years 3-6, although teaching and learning are satisfactory overall, there is a significant proportion of good teaching. In the satisfactory lessons, the pace of work is slower. For example, a larger proportion of time is spent on initial introductions. Work is well-planned overall but at times is not as well matched as it could be to the needs of the pupils, especially some of the higher attaining pupils who do not always achieve as well as they should.

21. Pupils who have special educational needs are taught well. Teachers and teaching assistants are well aware of pupils' individual targets. In both key stages, groups of pupils are withdrawn from classes and are taught in differing groups or individually to give them all the best chance to make progress. Pupils benefit from constant encouragement and help. Consequently they make good progress towards their targets. Because the teaching assistants are well-trained, they make a significant contribution to the pupils' learning. One of the most striking aspects of the teaching is the very good relationships that exist between adults and pupils. Teachers and learning support assistants form effective partnerships which ensure that the extra help pupils get makes a big difference to their learning. Teachers are keenly aware of the need to ensure that pupils keep positive attitudes to school and use praise and encouragement very well to motivate pupils. The pupils are praised and rewarded for their efforts and encouraged to take responsibility for their actions and learning. The teaching of personal and social skills is a strength and much in evidence in 'Circle time'. This builds their confidence and self-esteem and contributes successfully to pupils' personal development. The teachers' management of pupils is very good and all who work in the school know and follow the code of conduct.
22. Priority is placed on the teaching of English, mathematics, science and information and communication technology to raise standards. Lessons are planned closely to the national frameworks in literacy and numeracy. The quality of the long-term and medium-term planning is good. In subjects other than English and mathematics, the recent overhaul of curricular policies and schemes of work has resulted in pupils systematically acquiring subject knowledge, understanding and skills. The teaching of pupils in Year 6 in two separate attainment groupings helps teachers to match the work to the attainments of the group. Teachers promote well the links between subjects and, as a result, pupils begin to see the similarities and differences between subjects and the relevance and transference of skills such as problem-solving. There are well-planned opportunities to extend pupils' spiritual, moral social and cultural development.
23. Teachers' methods and their professional development of their skills are key factors in the rising standards. Teachers generally have good knowledge and understanding of the subjects they teach and are willing to share their expertise in staff meetings and planning meetings. They use the correct technical terms and vocabulary for each subject which promotes pupils' understanding. This is particularly evident in information and communication technology. Learning objectives are shared with pupils and through discussion with their teachers, pupils know what is expected from them. Discussions at the end of lessons help pupils to learn from one another and present opportunities for teachers to iron out misconceptions.
24. Teachers' professional expertise is continually being enhanced, principally in literacy and numeracy. This is being done through advice and help from the local authority advisory teachers and from other teachers in school who monitor the quality of the teaching and work alongside the teachers in order to improve standards. The intensive help, also provided through the Intensifying Support Project (ISP) given to targeted pupils is successful in raising their attainment. This is because the work is accurately matched to their attainments and the pupils receive additional help in lessons in English and mathematics. These pupils, because of the additional boost to their learning, achieve well.

25. The basic skills are taught well in the Foundation Stage and Years 1-2 and satisfactorily in Years 3-6. Pupils' skills in literacy are particularly low in Years 5 and 6 due to changes of teachers and interruptions to their learning in the past. These pupils find it difficult to catch up on missed learning, especially if they have special educational needs and low attendance rates. Those who join the school have similar problems. However, they are helped to settle in well with good induction procedures and assessments made of their previous learning. Teachers have identified the weak areas in learning and additional help is given. However, the use made of worksheets and writing frames in other subjects and the lack of opportunity for pupils to apply their mathematical skills does not help pupils practise and develop their skills in other subjects.
26. Marking is satisfactory, but there are some inconsistencies. The best marking not only commends the efforts of the pupils, but also comments on learning related to the subject. Homework is appropriately used to extend pupils' learning. However, most pupils do not get the help or motivation they need at home to successfully complete their tasks. Provision is made at the breakfast club for pupils to complete their homework and pupils who request help are able to complete it satisfactorily. This gives them the opportunity to practise the skills they learn in class.

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

27. The quality and range of the opportunities and experiences provided for pupils are good. The school provides a well-balanced curriculum, which includes religious education, physical and creative opportunities and fully meets all statutory requirements. Acts of collective worship meet legal requirements. Teachers ensure that all pupils are given equal opportunities to experience what the school has to offer.
28. The school has policies in place for all subjects and there are good schemes of work. While teachers appreciate that there is much work to do on improving standards in literacy and numeracy, they are, nevertheless, dedicated to providing all pupils with an enriched curriculum. This ensures that they develop knowledge, skills and understanding in all subjects of the National Curriculum. Staff work together to provide pupils with an appropriate, relevant curriculum that is meeting the needs of pupils. There are areas for development in lesson planning; in particular in some subjects of the curriculum, there are too few planned activities to provide more challenge for some higher attaining pupils or occasionally support for lower attaining pupils. However, there is now a well-thought-out curriculum. There are clear strengths in the school's provision for special educational needs, information and communication technology and personal, social and health education. Teachers attach considerable importance to developing pupils' personal development through all subjects. This is one key to the success of the school. It ensures that the significant numbers of pupils with special educational needs, or those who frequently move in and out of school, learn to develop a positive and enthusiastic attitude to learning.
29. Much effort goes into improving pupils' speaking and listening skills, with many good opportunities provided for pupils to listen and respond to each other during 'Circle time'. Pupils' writing skills are very weak and much still needs to be done to improve basic skills in spelling and punctuation throughout the school.
30. The school provides very good opportunities to extend pupils' personal, social and health education. The school has recently won an award for its work in this area, which is the result of hard work and a thoughtful approach to what is a relevant curriculum for

the pupils in this school. Teachers ensure that aspects of health education and sex education are taught as part of the science curriculum. The school has a good curriculum for teaching pupils about the misuse of drugs, with effective links made in both science and the moral aspects of religious education. There are additional links with external agencies; for example, a 'Life Education Bus' visits the school regularly to help pupils in their learning of sex and drugs education. There is a very strong commitment to promoting citizenship through activities such as the school council where pupils learn to make decisions and consult with staff on new initiatives. The school council is very active and promotes successfully the good attitudes and behaviour of the pupils. A good example of this was when a pupil in Year 5 was asked to explain to the school council why he continued to swear at other pupils. This resulted in the pupil formally apologising to his class members and there was not a repetition! The time put aside by the school for 'Circle time' is considerable, but is very well used. The opportunity to discuss feelings and anxieties is highly beneficial in enabling pupils to understand the needs of others.

31. The school runs a 'Big Breakfast Club' as part of personal, social and health education. This is well-organised and regularly attended by over 50 pupils, who receive a healthy breakfast to start the day. Pupils also take part in social games and competitions, which require close co-operation and teamwork and are carefully planned to extend the social skills of the pupils. This provision has a positive impact on pupils' attendance and achievement.
32. The curriculum is enhanced well in a number of ways. The very good provision made for extra-curricular activities ensures that pupils are introduced to such diverse activities as cross-stitch, football, basketball, art and a very well attended computer club. Visits out of school are frequent and extend opportunities for pupils to develop their spiritual, moral, social and cultural education. Visits are well-planned and are a strong feature of the curriculum. The school uses its links with the Educational Action Zone to provide funding for study support and provide expertise in the information and communication technology suite so that all pupils benefit from this link. All extra-curricular and study support groups and activities are thoroughly evaluated, with pupils completing a questionnaire about what they like, dislike or would like to see improved. In most cases, the views of the pupils take precedence and changes are made if possible. There are some very good displays of pupils' work. For example, the school entrance area and adjoining corridors contain very attractive examples of pupils' art. There are good quality displays by the teachers to help pupils with literacy and numeracy.
33. Very good links are made with the secondary school to which most pupils will transfer. Shared projects, such as in sports or drama, provide interesting activities for pupils in Year 6. Teachers liaise very effectively between the two schools to ensure that the transfer of pupils is a positive experience.
34. There is very good provision for pupils' personal, moral and social development. Provision for spiritual and cultural development is good. The school rightly places great emphasis on these aspects of its work and includes them throughout the day to support pupils' personal development. The improvements in this aspect of the school's work, noted at the time of the previous inspection, have continued to develop and are a key feature of the work of the school.
35. The good provision for pupils' spiritual development is evident in the many opportunities pupils have in the day-to-day life of the school to reflect on the values promoted by the school and in the constant efforts of all staff to encourage pupils to feel good about

themselves. The school provides a welcoming and safe learning environment, of which the pupils are proud. There are many quotations from famous people around the school encouraging pupils to reflect on life's wider issues. The achievements of pupils and staff are celebrated, with photographs of those pupils who have won awards prominently displayed. In religious education lessons, younger pupils are aware of the spiritual dimension of God and make some thoughtful comments. For example, in one lesson in Year 1, pupils looked at photographs of a church and asked if God was shining through the window and on to the altar. Pupils then asked, 'Does God shine through the classroom window as we are working?'

36. The provision for moral and social development is very good. Even very young children in the nursery are taught the principles of right and wrong in their actions and in the way they treat others, they show a growing understanding of this. Written rules and sanctions do not feature in classrooms, but pupils all know what is expected of them. Relationships in school are very good, between all staff and pupils. Behaviour in classrooms and around the school generally is consistently good and often very good. The school promotes moral and social development very well through the provision of 'Circle time', when pupils have the chance to talk about their feelings and discover how to take account of the feelings of others. Older pupils show awareness of the effects of saying unkind things to people, particularly to those who are disabled or from other cultural backgrounds. They give examples of how people are hurt by unkindness, or helped by a caring and thoughtful attitude. In their day to day life in school, the pupils themselves make good the promises they make during 'Circle time', by being thoughtful and kind to others and very helpful to those pupils who have special educational needs.
37. Provision for cultural development is good. Pupils appreciate their own cultural traditions and heritage on their many visits out of school. They look at the Humber Bridge, visit the Ferens Art Gallery, follow a local sculpture trail and visit the Guildhall and Museums in Hull. Other cultures and religions are explored through visits to a mosque and a synagogue. African and Indian cultures are explored as visitors into school introduce pupils to African and Indian music and dance. Pupils expressed delight as they, and their teacher, dressed up in Indian costumes, wore Indian ankle bells and danced to the music of the sitar. The school is successful in raising pupils' awareness of other cultures through subjects such as music and art and design and in the carefully planned learning opportunities offered by visits and visitors. Satisfactory provision is made for raising pupils' awareness of the diversity of the society in which we live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Pupils are valued and welcomed into this very friendly and caring school. It is a place of emotional safety where the day-to-day care and support of pupils are given a very high priority. The secretarial staff, classroom assistants and midday supervisors as well as teachers all play a significant part in the success of this aspect of the school's work. This high quality support gives pupils of all ages the confidence to seek help if they should need it and enables them to settle confidently to lessons. This area of the school's work has improved since the appointment of the current headteacher. Parents' confidence in the support and guidance provided for their children is very well founded.
39. Health and safety arrangements are very good. These aspects are monitored well by the governing body. Procedures relating to child protection and those in public care are very good. Arrangements are known to all staff who have all received suitable training. Any issues or concerns are dealt with sensitively. The medical needs of pupils are very

well catered for. There is an appropriate number of staff qualified in first aid and who are able to deal quickly with any incident or illness when they occur. Supervision arrangements are good; there are always sufficient adults on duty at break and lunchtime. Relationships are friendly, and the adults at lunchtime engage pupils in games and activities. The 'Big Breakfast Club' is very well attended and provides pupils with a nourishing breakfast and a relaxed start to the school day. It is also another factor that has contributed to the improved attendance and punctuality of pupils.

40. Induction arrangements into the nursery and reception classes are good. Children are well supported during their first days and parents are encouraged to help their children settle into their new routines and surroundings. Transition arrangements to secondary education are very good. The oldest pupils confirm that they feel confident that the extended time available for them to visit and take part in new school life will help them to settle quickly. Those who join the school are made to feel welcome as are their parents. Particular care is taken to ensure that pupils have friends to take care of them and they quickly get to know the school routines.
41. The school's emphasis on improving the attendance and punctuality has brought about a steady but significant rise in overall rates. There are very good procedures to promote pupils' good attendance. Attendance and punctuality are monitored very closely and any absences are followed up very quickly. A wide range of rewards and incentives to encourage regular and good attendance is in place. Pupils are obviously very proud when their class has the highest attendance and receives the attendance cup for a week. The school, however, is not complacent, and in its quest to raise rates even further it regularly seeks new ways to encourage parents to ensure their children attend regularly and on time.
42. There are very good procedures in place to encourage pupils to behave well and to promote tolerance and respect throughout the school. A key element in this is the very good relationships that exist, based on mutual respect for each other. Teachers consistently and discreetly apply the school's behaviour policy. Class and school routines are very well established and because of this pupils know what is expected of them; the majority try very hard to live up to the school's expectations. These arrangements are underpinned by the school's very good emphasis on moral and social development. Much emphasis is placed on encouraging self-discipline and on rewarding good behaviour, effort and achievement. The success of the school's strategies can be seen by the very good behaviour of almost every pupil. Pupils themselves confirm that behaviour has improved tremendously since the appointment of the headteacher. They also say bullying is rare and any form of racism rarer. They have a good understanding of these issues and clearly know that they should accept others, whatever the colour of their skin, social or ethnic background or disability. Pupils express the utmost confidence that incidents are dealt with quickly and that all pupils are treated fairly and can gain support from adults if they should need it.
43. Teachers endeavour to ensure that pupils receive not just an academic education but one that develops the self-esteem and confidence of each individual child. It is successful in this aspect of its work. Many opportunities are provided for pupils that contribute to this area, for instance, raising money for charity, taking part in educational visits, extra curricular activities, residential visits, and, though less frequent, group and paired work in lessons. Pupils speak enthusiastically about taking part in these activities. Teachers know the pupils very well, and share information about them regularly. Personal development is monitored well in the Foundation Stage as part of personal and social education. In other years, pupils keep a record of their progress in

the development of their personal and social skills, which aids teachers in helping pupils who might need additional help and support.

44. The school has very good procedures for assessing pupils' attainment and progress and makes good use of this information to guide and direct its work. This shows a further improvement from the positive picture reported in the last inspection. The school gathers very good information on pupils' progress in English and mathematics. In science and information and communication technology checks on pupils' progress are good. As the result of the very effective and diagnostic systems of data retrieval in English and mathematics, the pupils have group targets for improvement. The pupils are quite clear about what it is they need to do to improve further. These targets are displayed on the pupils' work tables so that they are very visible and act as a reminder when they work. Sometimes the language used in these targets is difficult for the pupils to understand and they would be even more effective if the language was simpler. The teachers tend to use the results of their checks on how well the pupils are doing to set specifically targeted work for them. Where this is done well, the pupils make good progress in their knowledge and understanding. When pupils first enter school, their learning needs are quickly and efficiently assessed by the teachers who make good provision for them.
45. The organisation of pupils in Year 6 into teaching groups of similar ability in English and mathematics has enabled the school to match the teaching to pupils' learning needs. The testing arrangements for each year group enable the teachers to build on pupils' previous learning well. The pupils' progress is carefully checked and specific help is allocated to the pupils to improve particular aspects of English and mathematics. The ISP programme is making a positive impact on the progress of pupils, as a result of specific, closely targeted help. The information that the school gathers is becoming increasingly used by the teachers, as they group the pupils in their class. Class teachers keep thorough and detailed information on the progress that the pupils make over all subjects and this information guides future planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Since the appointment of the headteacher the school has focused on establishing a working partnership with parents. These positive endeavours are now starting to bear fruit. A good and open working relationship has been established with parents and their views of the school are positive. They think their children are expected to work hard and try their best and they feel able to approach the teachers if they have any concerns or problems. The inspection findings agree with these positive comments about the school. At the parents' meeting prior to the inspection, those present described the school as 'brilliant' and 'fantastic'. They cite many improvements since the time of the last inspection. Only an extremely small number expressed any dissatisfaction when responding to the questionnaires.
47. Much time and effort are spent organising courses, curriculum workshops, and information evenings to encourage parents to become involved in school life and their children's education. For example, the Sure Start initiative to encourage parents to become involved with their children's learning before they start school. The recently appointed Learning Links Worker is making a valuable contribution to this aspect. She is actively seeking parents' views about the sort of events they would like organising to both broaden their experiences and to enable them to help their children learn at home. Where their children are directly involved, such as the Friday merit assembly or Christmas concerts, there is usually good support from parents. A few parents help with classroom activities, others with school visits. Events, such as the summer fair,

organised by the friends of the school, are well supported and funds raised are used to purchase equipment, for example, for children to use at the 'Big Breakfast Club'. Parents have been invited to contribute to the review or planning of new school policy, for instance when the behaviour policy was recently reviewed, but there is an extremely disappointing response to these invitations. Parents of pupils who have special educational needs are always invited to attend the meeting to review their children's individual education plan. Despite encouragement from the teacher responsible for this area, not many come to the meeting. Virtually all parents have signed the home-school agreement, which reflects the school's aims very well and encourages a partnership with home and school. Despite signing this document, not all parents support it. For example, although encouraged to do so, few parents actively support the work their children have to do at home and there are a significant minority who do not ensure their children attend school regularly and on time. The contribution that parents make to the work of the school and their children's learning is currently unsatisfactory, but there are clear signs that this is an improving picture because of the school's continued emphasis on this area.

48. The headteacher and the deputy headteacher are a very visible presence both at the start and end of the school day. Teachers are always available when school finishes to speak to parents. This means that any concerns or worries can be quickly resolved. The reception staff, equally, help to deal effectively with any questions or provide information that parents may need. Informal communication between parents and school is good. The written information for parents is satisfactory. Regular newsletters and day-to-day information keep parents up-to-date with current school events and also provide reminders of key dates. Notice boards also display much useful information. Parents with children who are new to the school are made to feel welcome. Parents and children are given good support from the staff and through induction information during a settling in period. The school's brochure follows a format outlined by the local education authority. However, it is very brief and lacks useful and practical information that would be of use to parents. The school has recognised the need to improve its written communication with parents.
49. Although annual reports giving detail of children's progress reflect each individual child and it is clear that teachers know the pupils well, they are variable in quality and the content of the information they provide. Teachers' written comments often lack clarity about the progress children have made and their strengths and weaknesses in all subjects. The detail in the report is often lost because of the extensive commentary about what each child has covered in the subject during the year. Sometimes educational jargon is used which may not be familiar to parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The very good leadership and management of the school are strengths and two of the main reasons for the continuing improvements made within the school. The headteacher is very well supported by the governors, senior managers and subject leaders. There has been good improvement since the last inspection.
51. The headteacher provides very good leadership. Her imaginative and well-focused thinking and her exceptional commitment to the school inspire the staff and governors to move the school forward. She has gained the support of the parents and the community and the school is well placed to make further improvements. The monitoring of pupils' work, the good use of assessment to target groups and individual pupils for improvement, the very good behaviour of pupils, and the care taken of them and the opportunities provided for pupils' personal development are major factors that are helping the school to achieve its aims. All the school community is involved in making decisions about school priorities and the governors, staff and pupils share and work towards the agreed priorities and aims of the school which are clearly visible in practice. These are embodied in striving to meet the needs of all of its pupils academically and personally, to create a safe and happy learning environment with high expectations of pupils' behaviour and to ensure that the school gains best value for money.
52. The school is very well managed. There is a clear management structure which includes a deputy headteacher, senior management team, phase leaders and subject leaders. This is a good structure in which the staff work as a cohesive team led by the headteacher to raise standards. The deputy headteacher works very well with the headteacher in assisting the leadership of the school. The arrangements for the assessment of the quality of teachers' work and their continuing professional development are very good. The information gained from the assessment of pupils' work and from monitoring and evaluation is used very well to develop teachers' professional expertise and improve areas of weakness in all subjects. Observations in English, mathematics and science by the headteacher, advisory teachers and subject leaders provide a good picture of teaching and learning across the school. This informs the subject leaders to develop action plans for improvement. Individual teachers receive help and support following observations made of their teaching which helps them to develop their expertise. The subject leaders make good use of their time to manage their subjects, update their knowledge and to keep their colleagues well-informed about current initiatives. They manage their budgets and resources well and offer advice and help to other staff. Through planning meetings, staff meetings, observations of teaching and learning and examining pupils' work, the subject leaders are well placed to develop their action plans and keep the staff and the governors well-informed about their subjects.
53. The governors fulfil their duties very well. The governors have a very good understanding of the strengths and weaknesses of the school. The improvement of the key issues from the last inspection, including raising standards in literacy and numeracy are standard agenda items at each meeting of the governing body. The governors receive very good information from the headteacher and the subject leaders. The headteacher reports improvement against all the key issues at each meeting. The governors are committed to including all pupils in the work and life of the school. They praise the very good work of the teachers, the teaching assistants and non-teaching staff in managing the pupils and creating an effective and happy school.

54. The school improvement plan is a very useful tool for school improvement. It is clearly focused on raising standards and is forward thinking. The standards pupils achieve are reviewed at each meeting of the governing body. The governors are able to clearly monitor and evaluate the school's progress towards its targets and at what cost. The strategic use of resources is very good. The excellent strategic plan drawn up by the governors is based on the school's aims and targets within the school improvement plan. The governors ensure best value is gained from all expenditure. The school makes very good use of its available resources including that designated for special educational needs which is also supported to a great extent from the overall budget. The current budget surplus includes monies designated to replace resources for information and communication technology and for additional staffing costs. Procedures for day-to-day financial control and administration are good; systems are unobtrusive and efficient. The school makes excellent use of new technology to support its work in both the classrooms and in its administrative tasks. The school has taken steps to implement the recommendations from the most recent audit. The teachers and other classroom staff and parents benefit from the good support provided by the administrative staff.
55. The school has sufficient teachers who have the expertise and subject knowledge to teach the National Curriculum, the Foundation Stage and pupils with special educational needs. A number of teachers are newly qualified and, because they have had good support from the management of the school, they have made a good start to their teaching career. The teachers are very well supported by well-trained teaching assistants and nursery nurses who share in planning and record keeping and make a significant contribution to pupils' learning. The teaching assistants are very well managed by a senior teaching assistant who is both talented and enthusiastic and provides in-service training and support for them. All members of staff benefit from staff development and the provision is very well managed to address both individual and school needs. The caretaker, caretaking staff, administrative staff and school meals personnel all work hard to provide a good teaching and learning climate in which the pupils feel secure and well looked after.
56. Over the last three years the accommodation has been modified and improved. It is now good. There are sufficient classrooms of suitable size. Specialist rooms, such as an information and communication technology suite and music room have been created, this is helping to raise standards. The building and outside area are overseen by a very conscientious caretaker who ensures that the internal decoration and cleanliness are of a very high standard. The external aspects of the building and surrounding school site are also very well maintained. Pupils and residents in the locality respect the property, there is no litter or graffiti and vandalism is minimal. Outside, the school benefits from large hard surfaced play areas, including one for pupils in the Foundation Stage, as well as extensive grassed areas. Attractive courtyards are being developed within the building, including a sensory garden. The very good provision creates a stimulating place to learn, which pupils are very proud of. Nevertheless, there are shortcomings. The flat roof lets water in and causes disruption to the organisation of the classes and spoils the pupils' work. The internal design of the building means that several rooms can only be accessed through other classrooms; this means that a class is disturbed as people pass through. Classrooms do not have designated quiet areas, for instance, with large cushions or seating, where pupils can sit and read if they wish. There are good quality learning resources for most subjects. The library has sufficient up-to-date books. However, they are not well classified which makes it difficult for pupils to find out information quickly. In information and communication technology, English, mathematics and physical education the

resources are very good. Most learning resources are in very good condition and easily accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The school has made good progress since the last inspection in 2001 and justifiably parents have a good opinion of the school. The governing body, headteacher and staff should:

(1) Raise standards further in English and mathematics by:

- extending the opportunities in lessons for pupils to speak at length about their work and take part in drama activities;
- promoting further the enjoyment of reading within school and teaching library skills;
- extending the range of pupils' writing in all subjects;
- improving pupils' number skills;
- ensuring pupils apply their mathematical skills in all subjects.

(Paragraphs 3,10, 25, 29, 82, 83, 84, 85, 86, 87, 90, 91, 92, 93, 95, 99, 100, 101, 102)

(2) Further improve aspects of teaching by:

- providing sufficient challenge for the higher attaining pupils;
- planning to improve the pace of work in Key Stage 2.
- ensuring marking consistently helps pupils to improve the quality of their work.
- Making sure that pupils understand and act on their targets.

(Paragraphs 5, 10, 20, 26, 27, 28, 44, 94, 101, 102, 103)

(3) Raise the rate of attendance.

(Paragraphs 4, 16, 41, 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	31	17	0	0	0
Percentage	2	16	53	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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	236
Number of full-time pupils known to be eligible for free school meals	12	123

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	87

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	28
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	11
	Girls	10	10	13
	Total	17	19	24
Percentage of pupils at NC level 2 or above	School	59 (62)	66 (47)	83 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	11	12
	Girls	10	12	12
	Total	17	23	24
Percentage of pupils at NC level 2 or above	School	59 (62)	79 (82)	83 (88)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	19	26	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	14
	Girls	15	11	21
	Total	20	17	35
Percentage of pupils at NC level 4 or above	School	44 (54)	38 (43)	78 (67)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	11
	Girls	16	17	16
	Total	19	22	27
Percentage of pupils at NC level 4 or above	School	43 (40)	49 (43)	60 (59)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	267	9	3
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	422

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	32

Financial year	2001/2002
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	£
Total income	792216
Total expenditure	778459
Expenditure per pupil	2741
Balance brought forward from previous year	107871
Balance carried forward to next year	121628

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 31.6 per cent

Number of questionnaires sent out

316

Number of questionnaires returned

100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	4	2	1
My child is making good progress in school.	58	36	5	1	0
Behaviour in the school is good.	50	47	2	1	0
My child gets the right amount of work to do at home.	42	43	11	1	3
The teaching is good.	67	28	4	0	1
I am kept well informed about how my child is getting on.	52	37	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	65	29	3	2	1
The school expects my child to work hard and achieve his or her best.	68	29	1	0	2
The school works closely with parents.	55	38	6	0	1
The school is well led and managed.	62	33	2	2	1
The school is helping my child become mature and responsible.	55	40	3	2	0
The school provides an interesting range of activities outside lessons.	63	27	6	1	3

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

58. The children start at the nursery class part-time after their third birthday. When they become four, they attend full time. At present, there are 39 children in the nursery, of these, 26 attend all day. The children start in the reception class either in the autumn term or the spring term of the year they will become five. At present there are 30 children in the reception class. The majority of the children in the reception class have attended the nursery in the school although some join the school later from other schools.
59. When children start in the nursery class their social, language and mathematical skills are extremely low. They have particularly poor skills in speaking and listening and this has a significant impact on their ability to communicate their ideas and thoughts. Throughout the nursery and reception classes, children receive good and often very good teaching; as a result they achieve well in relation to their low starting points. The children achieve very well in their social skills, gaining in self-confidence, independence, as they learn to share and work together. There has been good improvement from the issues identified in the last inspection. The teachers have increased their professional expertise. The daily routines are better organised. The activities are well matched to the attainments of the children. There is a good balance between the tasks that children choose and those that are directed by the staff.

Personal, social and emotional development

60. In personal, social and emotional development, by the time they complete the reception year, most children are likely to achieve the Early Learning Goals. Children achieve very well because the teachers have high expectations of them. They work in a busy but calm environment. All groups of children are encouraged to take an active part in the life of the class.
61. Throughout the nursery and reception classes the children are encouraged by the staff to share equipment and to take turns. Some of the children find this very difficult, for example, one child in the nursery class wanted to ride the bicycle another child was riding. With careful negotiations, both children agreed on a way for both to have a turn. As a result of this consistent and positive teaching throughout the nursery and reception classes, the older children in the reception class are able to work together on tasks and listen to each other's points of views. For example, in a creative session the children worked within a small group to create a picture between them. In the nursery class the children are taught in small groups with work that is carefully matched to their individual needs. In the reception class children work with adults in small groups while the other children work on their chosen activities the teacher has planned for them. This encourages the children to become increasingly independent. For example, children in the nursery class put their coats on when they go outside and the children in the reception class tidy away at the end of the lesson.

62. Teaching and learning are often very good. Those who find it particularly difficult to join in, share or work together are given very good help and encouragement to improve. All staff give clear ideas of what is expected of the children including the difference between right and wrong. This helps their moral and social development. This results in a calm working environment where the children are happy and become more confident, consequently they achieve well.

Communication, language and literacy

63. The children make good progress in this area of learning as a result of good teaching and learning. Many of the children come into the nursery with extremely poor speaking and listening skills. As a result of the encouragement and help from the teachers, children begin to articulate their thoughts and achieve well. Because the majority of the children start from such a low base they are unlikely to achieve the Early Learning Goals at the end of the reception year and attainment for most of the children is well below the levels expected.
64. The teachers employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. When they start in the nursery class much of children's speech is limited and in some cases difficult to understand, some are reluctant to speak at all. On the other hand, a few are able to hold a conversation with an adult about their work. The staff in the nursery and reception classes help the children to take part in planned group work and to speak clearly and confidently. For example, the children in the nursery were helped by the teacher to look carefully at the bean seeds they are growing and through skilful questioning the children developed the language associated with the growth of these seeds. They play the part of the characters in Jack and the Beanstalk and learn to sequence the story accurately. Although they need a lot of prompting they enjoy the activity and their response is good. In this activity the teacher, through role-play of one of the characters, successfully helped the children to act out their own roles. This was a particularly challenging activity for the children. In the reception class, children answer questions posed by the teacher and her high expectations of them successfully challenge the children. For example, when the children were considering who took part in the story of 'The Enormous Watermelon', the teacher insisted that the children should not only answer the question but also give a reason for their answer. Children's thinking and speaking skills are effectively promoted through such methods.
65. All children enjoy listening to stories. This high level of interest means that they are particularly focused on the illustrations and what has happened and what might happen next. Their recall of the sequence of the story is not secure with many of the children struggling to remember what happened. The children in the nursery enjoy handling books and read the books in the book areas; some children enjoy the stories they access on the computer. The children in the reception class have books they read and share at school and home. Higher attaining children read simple texts well, but have limited skills of understanding the development of the story. The significant numbers of lower attaining children all enjoy stories and recognise that print conveys meaning, they turn the pages in the books appropriately.
66. Writing is displayed in all areas of the nursery and reception classes and this encourages the children to become writers. Writing skills are taught carefully and systematically with the most able children in the reception class able to write their own simple sentences. However, the majority are just beginning to write some words and

some are in the very early stages of writing down letters. The children particularly enjoy practising their writing skills on the Smartboard.

Mathematical development

67. In mathematical development children start in the nursery with very poor skills, most children are unlikely to achieve at the levels expected by the time they reach the end of their reception year. The children achieve well because they are taught well.
68. The teachers in the nursery and the reception classes provide many activities and experiences so that the children develop their mathematical skills well through the activities that are led by the teacher and well-planned activities that children choose.
69. In the nursery class, for example, children complete a survey of some of the children in the class identifying which plant they like best and putting marks in the appropriate columns. The children develop their skills of measuring and recognising quantities in their play in the sand and water trays. Children in the reception class are confident as they count and recognise numbers to ten. The teacher is very effective in maintaining the children's interests in their lessons through the use of puppets. For example, when 'Russell Crow' brought his friend 'Lucy Ladybird' to the class to count her ladybird children, the children worked well to find out how many of the small ladybirds were hiding. Activities in lessons are well-planned to take into account the different abilities of the children. Some children work on ordering numbers to five on the Smartboard and higher attaining children work out simple addition sums to ten. However, there are many children who are at the early stages of understanding and solving simple problems with numbers to five. The nursery nurses make a valuable contribution to lessons taking groups of children and carefully developing and extending their learning. For example, in the reception class, the nursery nurse was helping a group of children counting ladybirds to ten.
70. Good practical teaching allows the children to have many opportunities to practise their skills and consolidate their understanding. The children work in small groups in their numeracy lessons so that they have good levels of adult help. The children count better than they write numbers.

Knowledge and understanding of the world

71. In knowledge and understanding of the world, most children achieve well but are likely to attain well below the Early Learning Goals by the time they complete the reception year. The teachers provide a wealth of interesting and challenging activities to extend the children's vocabulary and understanding of the world around. The quality of the teaching is good and children learn well.
72. Children in the nursery observe plants and the mini-beasts and insects that live in the garden. They carefully observed some garden snails in a tank moving and eating. Some of the children have little understanding of the world around them and the teacher and nursery nurses encouraged the children to be observant and to note, for example, how the snails moved along the different surfaces and the trail they left behind. The children planted a sensory garden in the courtyard, with adult help. The children in the reception class enjoy using the Smartboard in the classroom and find their visits to the computer suite really exciting. In the reception class, children use gardening books and brochures, working together to research and create plans for their own gardens.
73. A strength of the teaching is in the way that the teachers in the nursery and reception classes plan the curriculum. The teachers work hard to capture the children's interests and further develop the children's understanding of the world around them.

Physical development

74. In physical development, although children achieve well, most are working well below the Early Learning Goals by the time they reach the end of the reception year. Good teaching in this area enables the children to make good progress. The outside areas are all used effectively to help the children to develop their physical and social skills.
75. The teacher and the nursery nurses in the nursery class encourage the children to use the outdoor equipment to develop their skills of climbing, balancing and controlling wheeled toys. The children particularly enjoy using the adventurous equipment and the wheeled vehicles. Although children show good skills of peddling bicycles and pushing scooters, their skills in keeping to the pathways and off the grass are less well developed. The children in the reception class are more controlled in their movements and try hard to roll the balls up to, but not over, the skipping ropes recognising that they must roll the ball gently if they do not want it to go past. The nursery nurse ensured that in their physical activity session the children had many opportunities to further develop their speaking skills as they chatted happily about their work. The children played ring games with an adult and enjoyed singing and playing 'In and out the Scottish Bluebells' learning to sing and move together. The children worked happily in their lesson and they had great fun and as a result they learnt well.

Creative development

76. In creative development, most children achieve well but because their attainment on entry to the nursery is very poor, they are likely to attain well below the Early Learning Goals by the time they complete the reception year. The children are taught well and have many opportunities to investigate a range of materials.
77. Children in the nursery use paint expressively in their artwork, using different techniques to create their designs. They create playdough snails and add sequins to give an extra sparkle to their work. In the reception class the children looked carefully at a slide of Henri Matisse's 'Snail' on the Activboard. The teacher explaining how he created his work, the children then used a suitable program on the computer to create their own snail pictures in his style. The children in a later lesson used a wide range of papers they had torn in curved, straight and zigzag shapes to make their own snail collages. They worked in small groups carefully arranging the papers and deciding where they were most effective. The teacher helped the children to use the materials effectively and to discuss and evaluate their work as they progressed. However, children's skills in controlling pencils and paintbrushes are limited and they are at the early stages of drawing and painting well-proportioned figures and objects.
78. The teachers are effective in extending the children's' language skills in all areas of their work. Co-operative and collaborative work feature highly especially in the role-play areas where especially for the younger children the teacher shows the children how to take on the role of a character. The children are encouraged to share resources and work together well. This helps to promote the children's social and moral development through their play and work.

ENGLISH

Subject summary

79. Standards in English by Year 2 are well below national expectations in speaking and listening and reading and below national expectations in writing. Pupils achieve well

from when they first enter school with very low language and communication skills. By Year 6, standards are well below those expected in speaking and listening, but pupils' listening skills have improved. Standards in reading are well below the national average and standards in writing are very low. However, 44 per cent of these pupils have special educational needs and 20 per cent of pupils in Year 6 have poor attendance. Past poor learning and disruptions to learning such as changes of teachers have been significant factors in missed learning in basic skills. However, this is no longer the case as teachers have worked hard to plug the gaps. In spite of their present good achievement these past experiences have adversely affected pupils' attainment. Additionally, 48 per cent did not start their education in the reception class. However, those pupils that have attended only this school are achieving at least satisfactorily and the achievement of many is good. The quality of teaching and learning is good overall. The subject is well led and managed.

Subject commentary

80. Standards have continued to improve overall in Years 1-2. For example, the last three years has seen an improving trend in standards, with a real improvement in writing this year, particularly for the boys. Standards have been slower to improve in Years 3-6, due to the factors related to staffing changes and the consistently high percentage of pupils with special educational needs and movement between schools in the locality. Progress can now be seen, particularly for those pupils who receive intensive support, but this progress has yet to be reflected in the standards achieved in national tests.
81. The quality of teaching is good overall but tends to be good in Years 1-2 and satisfactory in Years 3-6. However, examples of good and very good teaching were seen throughout the school. A clear strength of teaching is the way all teachers, without exception, have very good relationships with pupils and use this well to ensure that behaviour in lessons is very good. This is a strong feature of teaching throughout the school and supports the good and often very good attitudes to learning seen in lessons. Pupils work hard, speak politely to each other and members of staff and are very keen to learn new skills. The support for those pupils who have special educational needs in literacy is good. They are given good support in class, or in small groups who are withdrawn for intensive support in reading and writing. This has a positive effect on their learning and they make good progress. Similarly, this provision is also extended to boys in particular and resources are carefully chosen to appeal to them and motivate them to learn. Most of the higher attaining pupils are achieving well but some could do better. However, insufficient emphasis for all pupils is placed on using a range of writing to support subjects such as history or geography.

Speaking and listening

82. By the end of Years 2 and 6, standards in speaking and listening are well below those typically found. By Year 2 and 6, pupils' listening skills are better than their speaking skills. Most pupils have very limited vocabulary generally and find great difficulty in expressing themselves. Many give one-word answers to questions, or if attempting to answer a question with a sentence, their thoughts are muddled as they struggle to find the correct vocabulary. Teachers tackle this with a good range of strategies. They use the first part of lessons well to extend the vocabulary of pupils and to give them the opportunity to explain their thoughts. A good feature throughout the school is the use of 'response partners', where pupils of all ages have a partner to sit with and talk about the questions posed by the teacher. A good example of this was seen in a Year 2 class as pupils discussed the events and main characters of the story of 'Katie Morag' with their partner, before answering the teacher's questions. In Year 6, good opportunities were given to the pupils to read their story openings aloud to other pupils. This enabled them

to practise speaking clearly and gave others the opportunity to listen carefully before making a comment about the story. In this lesson, higher attaining pupils did talk about their plan for a story, but they generally lacked fluency in their speech. Good opportunities are given in 'Circle time' for pupils of all ages to talk about their thoughts and feelings, but overall, insufficient use is made of drama to support the development of vocabulary and the confidence to use formal speech.

Reading

83. By the end of Years 2 and 6, standards in reading are well below those typically found. The teaching of basic reading skills in literacy lessons is sound. For example, when asked, higher attaining pupils in Year 2 can identify the title of a book, appreciate that an author writes stories and that in a non-fiction book, the index page and glossary are to be found at the back. However, reading and the appreciation of a wide range of literature are not promoted as well as they could be throughout the school. For example, classrooms very rarely have a dedicated 'reading corner', with books attractively displayed to encourage pupils to read for pleasure. The school library is an attractive place, with a good selection of books, but these are not well organised. When asked, pupils locate non-fiction books in the library, but these are not catalogued using a common system. Consequently, when asked for a book about space travel, for example, children flick through non-fiction books without any clear idea of how to locate a book. Library skills are not taught consistently and this affects the ability of pupils to find books independently when they are researching a topic. Pupils have reading diaries and a reading log, in which they write comments about what they like about a book. Resources, such as adventure books and books about sport are chosen carefully to motivate all groups of pupils but boys in particular where their attainment is lower than that of the girls. This is helping to raise pupils' attainment, which is particularly evident in standards at Key Stage 1. The school encourages parents and carers to write comments in the books, but these comments are quite rare and it seems that despite the school's best efforts, parents are reluctant to become involved in helping their children to read.
84. Pupils have individual reading targets as part of the ISP programme. However, when asked, pupils are insecure in understanding what they need to do to improve. There are reading targets on display in classrooms, but they are worded in technical language that pupils do not understand. Most pupils have good attitudes to reading and many older pupils are members of the local community library.

Writing

85. Standards in writing are below those typically found in Year 2 and very low in Year 6. Throughout the school, standards in spelling and punctuation are very weak. As a consequence of these weaknesses and the general weakness apparent in pupils' vocabulary, their ability to form sentences, or use interesting vocabulary, means that their writing lacks structure or meaning. In Year 2, the impact of the consistently good teaching of writing in Years 1 and 2 is having an effect and standards are beginning to improve. The current Year 2 is on target to achieve 18 percentage points higher results in standards when compared to the national tests in 2002 and this represents good progress and achievement for these pupils. Samples of work show that handwriting practice is beginning to improve handwriting, with many examples of pupils beginning to use a joined style. This good handwriting does not always continue in other books however and the presentation of work is inconsistent. Pupils are beginning to develop strategies to help them spell words correctly and homework tasks and activities support these strategies. Where teaching is good, teachers hold high expectations of pupils'

achievement. In Years 1 and 2, the pace of lessons is lively and pupils are kept on their toes. Activities are matched to what pupils already know and can do, and their interests, especially those of the boys.

86. In Year 6, there are 44 per cent of pupils with special educational needs. These are helped well by the teaching assistants and are achieving well because of the very appropriate targets they are set which are frequently reviewed. Those who are individually helped and identified for intensive support also make better than expected progress. The higher attaining pupils write neatly in a joined style and generally present their work well in other books. Spelling and punctuation are clear weaknesses however, with pupils making many common errors and displaying a lack of understanding in how to punctuate a sentence. As a result, narrative writing lacks structure and is often confusing to read. This adversely affects their attainment. Often, pupils are unable to read back their own work and fail to recognise common mistakes. In a Year 6 lesson for example, the teacher presented pupils with an example of her own work, containing deliberate errors, and encouraged pupils to edit this work for spellings and punctuation. They did this with some degree of success, but consistently fail to check their own work for similar errors. In a Year 5 class, there are good examples of pupils' writing about the wearing of school uniform. These are well presented and contain some interesting arguments; for example, 'I have come to the conclusion that we should keep the school uniform because of the discussion with the parents'. There are some effective links with information and communication technology skills, although there are few examples of pupils using computers to draft, edit and re-write stories as a regular feature of their work.
87. Leadership and management of the subject are both good. The subject leader has a very clear view of the strengths and weaknesses of the subject throughout the school. This is a picture of improvement as more and more pupils are making above the expected progress and working towards reaching the expected and higher levels. There is clear and sharp action plan for improvement led by the able subject leader. This is a whole-school focus to drive up standards. There has been thorough monitoring of teaching and the training from literacy consultants have helped teachers and teachers' assistants develop their skills. There are very good procedures to track pupils progress and set targets for them. This is particularly evident in those who are identified for intensive support. These pupils have been selected for improvement which has been effective for pupils in Years 1-2, particularly the boys. In Years 3-6, this is also having a positive impact but is less evident in pupils' attainment. This is because of the overall percentages of pupils with special educational needs, the frequent changes of staff and the movement of pupils in and out of the school. The quality and quantity of learning resources are very good and have improved since the previous inspection, as has the quality of the accommodation and learning resources. There is a shared commitment to raising standards and the school is well placed to make further improvements.

MATHEMATICS

Subject summary

88. By Year 2, pupils' attainment is below average. Most pupils achieve expected levels of attainment but not enough higher attaining pupils achieve the expected higher levels. This shows a steadily improving picture from the last inspection, mainly because of the consistently good quality teaching especially in Years 1 and 2 and the pupils are likely to achieve the challenging targets set for them this year. By Year 6, pupils' attainment is well below average but there has been some improvement since the last inspection. Older pupils in the school have not benefited from enough continuity to their learning

over recent years because of many staff changes. There are 44 per cent of pupils with special educational needs and approximately 20 per cent with low attendance in this year group and very few higher attaining pupils. There are 48 per cent of pupils who did not start their education in the school. There are, therefore, gaps in their knowledge which teachers are working hard to fill. Teaching is now satisfactory in Years 3-6 and often good when teachers match the level of work to the pupils' abilities. The extra, targeted support for pupils, whose skills are not yet secure, is also starting to have a positive impact. Most pupils achieve well throughout the school, including those with special educational needs. The subject is well led and managed.

Subject commentary

89. By Year 2, pupils have satisfactory number skills. They know which numbers add up to 10 and, with help, are beginning to tackle numbers up to 20. They know their numbers up to 100 and can add and subtract one and two digit numbers, such $25+8$. However, lower attaining pupils struggle to work with two digit numbers and rely on adult help. Similarly, pupils with special educational needs require guidance even with numbers up to 10 and with writing out numbers correctly. These pupils receive effective help from the teaching assistants. Higher attaining pupils show greater confidence and are able, for example, to add two digit numbers mentally, like $32+27$. At times when pupils do not present their work well, it leads to careless mistakes.
90. Pupils have suitable skills in other areas. For example, they can measure objects accurately in centimetres. They know how to sort information using devices like Venn diagrams. In this way, pupils in Year 2 presented clear results of a survey into whether the pupils in their class preferred cats or dogs. Similarly, they drew pictograms to show their favourite drinks. They can develop this with a more advanced block graph using a computer to good effect. Lower attaining pupils have these skills but there is too little scope for higher attaining pupils to tackle more challenging work. However, overall, pupils progress well through Years 1 and 2.
91. By Year 6, pupils' grasp and use of number are poor. They can handle basic division and multiplication, like $624 \div 8$ and can solve fractions of larger numbers, such as $\frac{7}{10}$ of 120. They understand the value of negative and square numbers. However, their calculations are often undermined by carelessness, even with simple addition, for example. In a Year 6 lesson, a number of pupils made mistakes when adding $4+8+5+4+6$ which immediately prevented them from being able to progress with the problem they were trying to solve. Pupils are not always accurate when adding numbers to two decimal points; average and higher attaining pupils can do this with some confidence. Many pupils cannot multiply 16×19 correctly because they are unclear about the way of separating the numbers to make the calculation easier. Similarly, pupils know how to work out the area of a wall measuring 4 metres by 3 metres but rely on their teacher to calculate the area of four such walls. Higher attaining pupils can do this comfortably. Lower attaining pupils, including those with special educational needs, have too few strategies to help them deal with number problems effectively.
92. Pupils have satisfactory skills in other areas of mathematics. They can recognise shapes like hexagons by their sides and angles. They understand the idea of reflecting shapes to make mirror images. They can plot two-figure co-ordinates on a chart, although they are not always accurate. Pupils construct a range of graphs with bars or lines satisfactorily to show their findings. However, teachers do not always encourage older pupils to write out their calculations neatly and systematically to help them focus their thinking. However, overall, pupils are achieving well from Years 3-6.

93. The quality of teaching is good. It is especially good in Years 1 and 2, because teachers expect more from their pupils. In all classes, teachers develop a positive rapport with pupils which makes pupils happy and willing to work. Teachers expect all pupils to concentrate hard and behave well, and know how to keep them focused. For example, in a Year 1 lesson, the teacher used a puppet to motivate pupils to count together. As a result, the pupils were very attentive and eager to learn. Teachers explain new ideas clearly to pupils. This helps pupils to approach their tasks with more confidence. In a Year 2 lesson, most pupils quickly learned that addition is the opposite of subtraction and were able to give four different ways of sums involving, for example, 7, 8 and 15. Teachers ask good questions to check pupils' understanding and make sure that less confident pupils have close adult support, when necessary. Teaching assistants play a valuable role in helping pupils with special educational needs, in particular. Teachers use resources skilfully to motivate pupils. Individual white boards are used to ensure all pupils can show answers to problems. Number sticks help concentration on times tables. In a Year 4 lesson, pupils made very good progress in learning about the value of angles by having to plot a route for a floor robot on computer.
94. Teaching is less effective when teachers do not take enough account of pupils' previous learning and plan work that is not challenging enough. Teachers' planning is generally very detailed but teachers do not plan work often enough which will help pupils progress at their own pace, especially higher attaining pupils. This happens more often in Years 3-6. There are not enough planned opportunities for pupils to carry out their own investigations. Marking is inconsistent. Teachers do not consistently explain errors and insist on pupils learning from their mistakes.
95. Nevertheless, the overall picture of mathematics is an improving one. Pupils are increasingly reaching the expected and higher levels. There is a whole-school emphasis on raising standards, ably spearheaded by the subject leader. There has been constant monitoring of teaching and the resultant training has given teachers and teachers' assistants skills which they use more confidently. The planning of the curriculum has tightened up and teachers check how well pupils have progressed on a regular basis. They also analyse how well pupils succeed over time, so that they can provide extra support accordingly. The ISP programme aims to provide additional support for those pupils who have the potential catching up on missed learning. This has been effective, notably for pupils in Year 2. The school has sensibly invested a lot of money into new and stimulating resources, like interactive whiteboards, which have motivated pupils. However, teachers do not yet sufficiently plan opportunities for all pupils to apply their skills across the curriculum.

SCIENCE

Subject summary

96. Pupils are achieving well by Year 2 and attaining the expected standards. By Year 6, pupils achieve well and attain below the expected standards. Pupils enjoy the investigational aspects of the subject. The quality of teaching is good. The newly appointed enthusiastic subject leader has made a good start to developing her responsibilities and there are good quality resources. The curriculum offers good opportunities for the pupils to be involved in investigative work.

Subject commentary

97. There has been good improvement in the development of pupils' investigational skills since the last inspection and in pupils' achievement and standards. In the 2002

National Curriculum test results and assessments for pupils in Years 2 and 6 when compared to the assessments made of pupils in schools with a similar context, standards were similar to those of most other pupils in Year 2. In Year 6, standards were below average.

98. Since then, pupils have continued to improve their skills in Key Stage 1. By Year 2 pupils work confidently at the nationally expected levels and their achievement is good. In Years 3-4, pupils continue to achieve well in understanding scientific concepts and ideas. By Years 5-6, pupils' achievement is satisfactory. Unfortunately, in the past, pupils in Years 5 and 6 have had interruptions to their learning from past changes of staff and poor teaching and learning. This is no longer the case and pupils now achieve well. Teachers are plugging the gaps in their knowledge, skills and understanding of science and other aspects of learning. This makes an important contribution to their work such as the application of skills in literacy and numeracy. Additionally there is a high percentage of pupils with special educational needs in this year group. There are 48 per cent of pupils who did not start their learning in the reception class. These pupils, as well as other pupils in Year 6 pupils have suffered from frequent changes of staff that have led to interruptions in their learning. Consequently, pupils' learning has suffered and standards are below average by Year 6. However, there is an improving picture from 2002 when standards were well below average. This demonstrates the commitment and capacity of the staff to raise standards as increasing percentages of pupils are reaching the expected and higher levels in both key stages. In information and communication technology, pupils apply their skills well in science such as drawing a branching database, labelling the elements of a healthy sandwich or using a light sensor to find out the lightest and darkest places in the school to plan a science investigation.
99. By Year 2, pupils are developing good science skills in their investigational work. For instance, in their study of plants, pupils devised an investigation to be able to conclude that plants need water to grow. Pupils planned to test 3 plants giving one no water at all, the second the right amount of water and the third plant too much water. The most able pupils understand the need to make the test fair and make sensible predictions for the outcome of their investigation. Pupils identify the differences between natural and made materials and used their numeracy skills accurately to record their findings of the properties of materials in a table. The majority of pupils in Year 2 know the correct names of materials and identify some of their common uses. In their work on forces, most recognise the effects on objects when pushed or pulled and they make comparisons between the speed and direction of objects. They generally record work accurately. However, the responses pupils make are in phrases or words and the subject does not offer enough opportunities for pupils to apply and develop their literacy skills.
100. In Years 3-6, pupils make hypotheses based on their observations and test their ideas out. For example, ideas are shared in groups and in the class to refine pupils' thinking. While the scientific ideas are grasped and scientific vocabulary understood, pupils are less articulate in talking at length about their work and recording it. Writing is often untidy and unfinished with few opportunities taken for pupils to write at length about their investigations. By Years 5 and 6, pupils' lack of the application of literacy skills to record and explain their findings hinders their attainment. Pupils apply their numeracy skills satisfactorily when they need to read simple measurements and record them in a bar chart or a table. However, many of the older pupils find it much more difficult when data needs to be represented in a more complex way. Skills in the scientific interpretation of data are generally weaker than they should be.

101. Teachers use their good subject knowledge effectively to plan lessons with clear learning objectives which are shared with pupils during lessons. The medium term plans are thorough and provide good coverage of the curriculum over a two-year period. Lessons consistently build on pupils' previous learning. Vocabulary is clearly explained and pupils are encouraged to take full part in discussion. As a result, pupils are fully aware of what they are to learn. In response to good teaching, the vast majority of pupils achieve well, have good attitudes to learning and concentrate on their work. Most pupils are confident in devising their own investigations. Good, well directed questioning probes and extends pupils' thinking and learning about scientific enquiry. Consequently most pupils seek scientifically to find answers and conclusions to their investigations. Investigational skills are taught well and are a strength of the subject. Most pupils work well in small groups sharing resources and equipment sensibly. Occasionally, when teaching and learning are satisfactory, the pace of work slows. The higher attaining pupils complete their work easily and could be challenged further. Opportunities for pupils to record their work are sometimes limited through the use of worksheets. This tends to help those needing most help to record their work. However, it also limits pupils' thinking and writing skills when they record their observations and draw their conclusions. In Years 3-4, pupils broadly meet the national expectations. However, in Year 6, the low level of pupils' literacy skills are contributory factors to pupils' below average attainment.
102. Pupils with special educational needs make good progress throughout the school. The teaching assistants are particularly skilled in helping these pupils and other pupils who are identified for intensive help. This enables pupils to stay focused on their work and to contribute effectively alongside their peers. In Year 6, 44 per cent have special educational needs and approximately 20 per cent are poor attenders. The minority of high attainers achieve well. Although most achieve well, the percentage of pupils reaching higher level is insufficient to raise standards that match the national averages. Occasionally the higher attainers in Years 3-6 could do more in lessons if they were set more challenging work.
103. Marking with specific informative comment helps pupils to improve their work. However, this is not a consistent practice throughout the school. Homework is used satisfactorily for pupils to find out information themselves or to think about how to devise their own investigations.
104. The subject leader has recently been appointed and has made a good start to her responsibilities. Strengths and weaknesses are identified from monitoring planning, test results and teachers' assessments. This has enabled the subject leader to consider how to improve provision. The assessment procedures in place appropriately identify strengths and areas for improvement for individual pupils. The school makes good use of visits such as the outdoor residential centre for pupils in Year 6 to provide further learning experiences for pupils. There is good use of the school grounds and the local area for the investigation of plants, mini-beasts and insects. The visitors into school make a positive contribution to the development of pupils' knowledge and understanding and their motivation.

ART AND DESIGN

Subject summary

105. The pupils achieve well to attain the standards that are nationally expected by Year 2. In Years 3-6 pupils' achieve satisfactorily and standards are just below what is normally expected by Year 6. The standards were not reported during the last inspection but

there has been good improvement in the quality of the curriculum and teachers' planning. The subject is well led and managed.

Subject commentary

106. By Year 2, pupils are developing well skills that are expected of their age. They investigate a variety of materials to paint and draw pictures. Pupils work in three-dimensions building on their skills of working with reclaimed materials and clay. They work with textiles to make weavings, designing their weaving, choosing coloured materials and their loom base. Older pupils develop observational skills that are in line with those normally expected as they work in pencil, pastels and water colours drawing objects they have observed from different viewpoints. They learn to mix colours and enlarge and paint pictures of an imaginary journey. Pupils are developing a satisfactory knowledge and understanding of the style and techniques of some well-known artists such as Matisse.
107. In Years 3-6, pupils learn satisfactorily the skills of working systematically with materials and tools. They are encouraged to express their ideas and feelings as they build on their previous learning. The pupils learn about different styles and techniques of famous artists such as Chagall and Miro and develop their own style of surrealist drawing and painting. They use charcoal, water colours, pastels and pencils to draw, paint, and print. They mix colours well to produce new ones. Art and design is used well to support other subjects such as mathematics and information and communication technology. For example, some pupils use the computer to design and make calendars and drawings. The pupils study pattern, making their own patterns using the computers. By Year 6, pupils attain below the expected standards because their subject knowledge and skills are below what is usually expected of pupils of this age. Pupils with special educational needs achieve as well as other pupils. The pupils are beginning to use sketch books thoughtfully to create their initial designs and make improvements as they evaluate their work. It is evident that pupils enjoy and take pride in their work which is often linked to other subjects or topics. For example, during their residential visits pupils in Year 6 work on landscapes and observational drawing of plants and flowers. This is planned as part of their work on discovering the locality.
108. The quality of teaching in one lesson observed was excellent. This was led by a skilled teaching assistant who works ably to lead lessons and support and help the staff with planning and learning resources. There were excellent relationships with pupils who made very good progress in drawing and painting their dream sequences. This is because of the high quality of the demonstration given, the excellent subject knowledge of the teaching assistant on well-known surrealist painters and the challenge presented to the pupils during the lesson.
109. The subject is led well and the subject leader together with a skilled teaching assistant helps and advises other teachers. Teachers have good guidance to plan the overall coverage of the curriculum. The use of a portfolio of pupils' assessed work is a useful aid to teachers in the assessment and progression of pupils' skills. Pupils have sketch books to provide a record of skills such as helping pupils to design and evaluate their work. Good use is made of local art galleries to study sculpture and works of art. The quality and quantity of resources are good and easily accessible. The subject makes a good contribution to pupils' spiritual and cultural development. The further development of a system of assessment and work in three-dimensions are recognised as areas for development.

DESIGN AND TECHNOLOGY

Subject summary

110. The pupils achieve well by Year 2 to attain the nationally expected standards. By Year 6, pupils achieve satisfactorily and attain just below the expected standards. The standards were not reported at the time of the last inspection. The subject is well led and managed.

Subject commentary

111. By Year 2, pupils have experienced a worthwhile range of activities and materials that enable them to design, make and evaluate a variety of objects. For example, they investigate mechanisms and learn about different types of vehicles and how they move. Pupils develop basic language skills through discussing terms such as 'vehicle' or 'mechanism' and read a simple sentence to classify them. However, pupils do not record their answers in sentences but answer in a single word rather than a phrase or a sentence. Pupils learn how to join materials by sticking and using paper fasteners when they make card figures with moving limbs.
112. By Year 6, pupils build on their previous learning. In Years 3 and 4, pupils apply their skills further as they design and make paper patterns for a purse. Pupils consider accuracy in size, interior layout, joining techniques and suitability of materials for the finished product. By Year 5, pupils work well on their project to design and make a vehicle powered by a motor. Pupils work successfully together in small groups to design a circuit that incorporates a switch to control the power. Most find out how to reverse the power in order to make a vehicle travel forwards and backwards. They successfully use terms such as 'clockwise', 'conducts', and 'circuits' when describing their finished circuit. By Year 6, pupils design and make fairground rides. Pupils researched the designs and drew sketches. However, their designs and finished products lack the required accuracy and attention to detail. Because the teachers plan and manage the lessons well, pupils' response is good and they achieve well. Pupils say they enjoy the practical nature of the subject.
113. The quality of teaching is good and pupils learn well. Lessons are planned successfully to make pupils aware of the connection between the skills of designing, making and evaluating. The pupils with special educational needs have additional help from teachers and the teaching assistants to successfully complete their tasks. Work is planned to include practice in other subjects, such as information and communication technology for design, or mathematics and English as pupils use measuring, reading and writing skills.
114. The subject is well-led and managed. The curriculum is satisfactory and has improved since the last inspection. It is planned for pupils to progressively develop the knowledge skills and understanding appropriate for their age. The quality and quantity of resources are good and easily accessible. The subject leader monitors effectively the teachers' planning and pupils' work.

GEOGRAPHY

Subject summary

115. Pupils achieve well to attain standards at the levels expected at the end of Years 2 and they achieve satisfactorily to attain below the levels expected by the end of Year 6. The standards achieved by the pupils in Year 6 are depressed by their underdeveloped

writing skills, the high percentage of pupils with special educational needs throughout the school, the disruption caused by staff changes and the movement of pupils in and out of the school. All pupils, including those pupils with special educational needs, make good progress in geography lessons and do well.

Subject commentary

116. By the end of Year 2, the pupils have a satisfactory geographical understanding. The pupils in Year 1 realise that for Barnaby Bear to go on a trip to Dublin he must either go by aeroplane or by boat. They realise that Dublin is very different from Bransholme and when visiting Dublin Barnaby Bear would be able to visit the River Liffy and the Zoo. In Year 2, pupils understand that when Barnaby Bear visits the desert he would need lots of things to help him, for example, suntan lotion, shorts and sunglasses. In this way, pupils learn that the climate affects not only what you wear but also what kinds of things you would do in these very different places. The curriculum is planned to give the pupils insights into locations very different to Bransholme. Pupils study the imaginary Scottish island home of Katie Morag. In a good Year 1 lesson, the teacher effectively used the Activboard to show the pupils how to work out the co-ordinates of different localities on the map of Struay. The pupils quickly grasped the new concept of co-ordinates and plotted the location of a number of different points of interest.
117. Little teaching was seen but lessons are well-planned and build on pupils' previous knowledge and understanding. Pupils learn well overall and by the end of Year 6, they develop a satisfactory knowledge and understanding of geographical terms and locations. Pupils in Years 5 and 6 have studied well a Chembakolli, a village in India, and have considered how very different it is from Bransholme. In Years 3 and 4, pupils make good use of the local area and complete surveys to find out what kind of improvements in the shops people would like to see. Most of the people surveyed informed the pupils that they would really appreciate a butcher's shop. This thoughtful investigation into the facilities in the local area enables the pupils to look critically at their own locality and consider how it could be improved.
118. Throughout the school information and communication technology is used well to help pupils learn. Pupils in Years 5 and 6 have created their own Flipchart presentation on India. This includes a number of pages showing what the pupils have learnt about India. Hyperlinks take the observer through music, recipes, and photographs of important buildings in India and a movie of the weather forecast. This program enabled the pupils to make an attractive package of the information they had found out during their lessons and is a splendid vehicle for presenting their findings.
119. Since the last inspection, curriculum planning has been revised, including the use of information and communication technology. The subject is due for further review in the near future. The co-ordinator is newly in place; she is enthusiastic and keen to promote the subject throughout the school. Resources for geography are good overall, with good support from the use of information and communication technology.

HISTORY

Subject summary

120. Pupils achieve well to attain the expected standards by Year 2. By Year 6, pupils' achievement is satisfactory but they attain below the expected standards because they have gaps in both their knowledge and historical skills. This is a result of significant disruption due to previous staff changes and the movement of pupils in and out of the

school. These pupils also have very low skills in literacy and this affects their ability to write historical reports and accounts in appropriate detail.

Subject commentary

121. The quality of teaching throughout the school is satisfactory. The subject co-ordinator has correctly identified the need for staff training to enable the subject to be taught in greater depth and this is part of the school's development plan. In the infants, satisfactory use is made of artefacts to enable pupils to begin to learn about chronology and how things change over time. In a Year 3 lesson, pupils looked at a range of artefacts from the Egyptian period with interest and enthusiasm. They know that 'Ancient Egypt' was a period a long time ago, but are not able to give a clear time frame. In this lesson, the teacher used resources to good effect, with a range of clues written for pupils to find out about what the artefacts were. However, those pupils who have special educational needs were not able to read the clues, or tackle the work sheets with any level of independence, so the rate of their learning was slower.
122. A sample of work from Year 6 shows pupils do not have a clear grasp of chronology, or what life was like in ancient civilisations. For example, in their work on Ancient Greece, a selection of questions written by pupils to 'interrogate' a person from that period included questions asking; 'Do you watch television? Do you play on computers? Do you drive to the beach?' This shows a clear lack of understanding about the time-scale involved. There are some well-planned opportunities to promote pupils' cultural development. For example, pupils took part in Greek cooking and food tasting. Overall, older pupils in Years 3-6 are not able to demonstrate a clear enough understanding of the principle events in history, or appreciate what life was like in ancient civilisations. There are insufficient opportunities for pupils to practise their literacy skills. Pupils have very low skills in writing and this affects their ability to write reports and accounts in enough detail. Some use of information and communication technology is made to research topics, but currently, this, and the use of the library, is under-used to help pupils develop research skills.
123. The leadership and management of the subject are satisfactory. The subject leader has monitored pupils' work from each year group and from this scrutiny, has a clear view of standards throughout the school and has identified clear areas for staff development. Assessment procedures are satisfactory and give the school a picture of what pupils know, understand and can do. There is a sound selection of books but the quality and quantity of artefacts are barely adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Subject summary

124. By the end of Years 2 and 6 the pupils' achievement is very good. They attain the levels that are expected of pupils of their age. The impact of very good facilities and the often very good levels of expertise and enthusiasm of the staff have ensured the good levels of progress reported in the last report have been further developed. Pivotal to this improvement in the school have been the input of the innovator from the EAZ and the expert assistance of the specialist teaching assistant who both give valuable help and guidance to the teachers and pupils. A direct consequence is the increased confidence within the school and rapidly improving standards.

Subject commentary

125. Provision in the school has continued to develop. There is now good use of floor robots and digital cameras. There are Activboards in classrooms and a Smartboard in the reception classroom. In addition, there is a very well appointed computer suite making a positive impact upon the attainment of the pupils. The pupils are extremely interested in their lessons and they work in an enthusiastic and energetic way. Pupils with special educational needs make good progress because they have good levels of help. A significant number of pupils throughout the school attend the computer clubs which have a positive impact upon their standards and levels of interest and commitment. The teachers have good subject knowledge and a very effective method of checking the progress. This is a significant strength of the school.
126. By the end of Year 2, pupils attain at the expected level as the result of the good teaching that they receive and the good opportunities the pupils have to learn new skills and also consolidate their understanding. The teachers and the specialist teaching assistant work effectively to ensure that the pupils learn skills successfully. The pupils log on themselves and have a developing profile of their work to show what they can do and what they need to do next. In a very good Year 1 lesson; the teacher and the teaching assistant worked effectively with the pupils enabling them to develop their skills and understanding further. The pupils working with the floor robot worked hard to make the robot move forward and then complete a quarter turn. The pupils listened carefully to the instructions given to them and as a result of the high expectations of the teacher and teaching assistant they achieved very well.
127. By the end of Year 6, pupils have used a wide range of programs to develop and extend their knowledge and skills in using the computer. In Year 3, pupils create a range of mathematical shapes using a screen turtle; this skill is further extended in Year 4, where the pupils create their own programs for the construction of mathematical shapes. In Years 5 and 6, pupils work on a story they are constructing on web pages, which, when completed, will be accessed by the younger pupils in the school. The older pupils have additional expert tuition in lessons from the EAZ innovator and his expertise gives considerable help to the pupils.
128. The pupils are extremely keen and interested in their lessons. They are particularly pleased to show the PowerPoint presentations and flipchart presentations they have completed on the Activboards. They are knowledgeable and describe how they have created hyperlinks within the pages. Pupils use these presentation programs to display their learning in other subject areas. For example, the pupils completed a PowerPoint presentation of their design and technology work, including a picture of the finished moving robot, contents page, final design, resources needed, how to make the moving monster and an evaluation of the finished product. The older pupils in Years 5 and 6 have worked on a presentation about their work on India, including puzzles, recipes and music from this country. These good presentation skills enable the pupils to use information and communication technology to give good quality support to other subjects.
129. The teaching of information and communication technology is good overall. Time in the computer suite is used very well, while the Activboards in the classroom are a valuable tool to aid both the teachers and the pupils in their work. The teachers ensure that all the National Curriculum requirements are met and that the subject is used effectively in other subject areas.
130. The subject leader is new to the role and is keen and enthusiastic. She is ably supported by the talented teaching assistant. There is a very clear set of plans for the subject and a very effective staged system for keeping track of the abilities of the pupils

linked to the requirements of the National Curriculum. The pupils achieve certificates when they reach the next level of their work. Resources for information and communication technology throughout the school are very good.

MUSIC

Subject summary

131. The standards that pupils reach in Years 2 and 6 match those expected for their age and pupils achieve very well, particularly in their ability to compose music. All pupils, including those who have special educational needs, achieve very well from when they first start school. Pupils enjoy lessons. They are attentive and behave well, showing an eagerness to learn new songs or musical skills.

Subject commentary

132. The quality of teaching is good throughout the school. The school has recently benefited from intensive music training and support for all staff and this has been effective. Teachers' subject knowledge has improved and their confidence has increased. Lesson plans are good and are part of a whole-school scheme of work that ensures musical skills and knowledge are built up each year. A good example of this is the way pupils are taught graphic scores in music. In Years 1 and 2, graphic notation is simple and linked to the themes in other subjects, for example mini-beasts in science. By Year 2, most pupils have some understanding of dynamics, tempo and pitch and use symbols to show these in their compositions. By Year 4, the pupils attempt to write lyrics to a dragon poem to celebrate the Chinese New Year. They write graphic scores as a class, within small groups and individually. The majority of pupils in Year 4 show their good development of skills, knowledge and understanding of how to develop a graphic score by including a musical 'drone'. Older pupils in Year 6 are given good opportunities to reflect; for example, they looked at the lyrics of 'Candle in the Wind' by Elton John and talked about how this was used to focus thoughts after the death of Diana, Princess of Wales. Singing is taught well. A very good lesson in the school hall showed that pupils enjoy singing and a rendition of 'Lickety Split' to show their skills in using tempo and dynamics was very well done. The pupils all worked very hard in this lesson and behaviour was excellent because they were thoroughly enjoying themselves.
133. The school provides a good curriculum for music. It is enriched by thoughtfully planned visits, or visitors into school, to introduce music from other cultures. For example, there have been African and Indian days to introduce music and dance. Brass bands and string quartets have visited the school to enable pupils to appreciate a wide range of musical styles. Good provision is made for extra-curricular activities, with a recorder club, choir and a music club due to start later in the year. There are some missed opportunities to extend the pupils' knowledge and understanding in music. For example, music is played as pupils enter the hall for assembly, but no reference is made to the composer of the music and pupils are not given enough time to listen quietly to the music.
134. Leadership and management of the subject are satisfactory with clear strengths. The subject leader is very new to the role, but has written a new policy document and has monitored all planning. She has a clear view of standards throughout the school from the scrutiny of pupils' work and has used the opportunities for staff training to good effect. There has been no opportunity to observe teaching throughout the school yet and the co-ordinator sees this as the next step to further developing the subject.

Assessment is satisfactory and gives a broad picture of what pupils know, understand and can do. Resources for music are good and the new music room provides good accommodation for the subject. The school is well placed to improve standards further.

PHYSICAL EDUCATION

Subject summary

135. Pupils achieve very well to attain the national expectations by Years 2 and 6. The school values the physical development of its pupils and has succeeded in raising the skills of staff and in providing very good resources to improve the subject. The school has also developed positive links with local sports clubs which has had a good impact on pupils' skills in sport.

Subject commentary

136. By Year 6, pupils have satisfactory co-ordination and games skills. They know how to throw a ball or bean-bag, whether under-arm or over-arm. However, they find it hard to vary the strength of a throw, especially when they need a gentle lob. They know the value of teamwork, of taking turns and being patient. They appreciate the need for a warm-up before exercise and know that their heart-rate rises after exercise. The pupils have a developed sense of teamwork. They can, for example, work thoughtfully in groups to work out how to pass a ball between them using only their feet, while lying on their backs. Pupils' football skills are satisfactory. Most are learning to appreciate the need for positional play. Most pupils in Year 4 learn to swim up to a length of 25 metres. Pupils in Year 6 develop suitable outdoor skills, such as orienteering, during an annual residential course.
137. The teaching of physical education is satisfactory. The teaching of pupils in Years 3-6 is good when they expect a disciplined approach to learning by the pupils. For example, in a Year 4 lesson on football skills, the teacher capably demonstrated how to kick a ball with the side of the foot to maximise control. She then went on to insist on real accuracy in their practice. Consequently, the pupils made good progress in directing a pass. In an outdoor and adventurous activity for pupils in Years 5 and 6, the teacher used pupils to demonstrate how to move safely over a beam full of people without falling off. As a result, very few pupils fell off and they all learned how to be sensitive and careful when making tight moves. Teachers make learning fun and so pupils are very positive in their attitudes. They behave well and try hard to do what is required of them.
138. However, in some lessons, teachers do not have high enough expectations of pupils' skills. In orienteering lessons for pupils in Years 3 and 4, the pupils simply had to find plastic wallets within the grounds. Teachers had not provided simple cues, for example, to make the activity more challenging and exciting. Some pupils could not find all the wallets and could have spent a long time looking without help. Most lessons are brief so that pupils get frequent lessons of physical exercise during each week. Evaluations of their achievements often take place in the classroom after the lesson has finished.
139. The subject is well led and managed. The school is enthusiastic about establishing links with local sports clubs. Consequently, players come from Hull FC Rugby League team come to give workshops for the pupils, and some of the girls perform as cheerleaders at home games. Hull City Football Club and Hull Cricket Club also give after-school coaching. Pupils play in occasional sports tournaments locally. The school is fortunate to have a large gym with a fine wooden floor, as well as extensive

playing fields and hard play areas. In addition, the school has invested in a wide range of very good resources to help pupils experience many sports properly.

RELIGIOUS EDUCATION

Subject summary

140. Pupils achieve well to attain the expectations of the locally Agreed Syllabus by Year 2. By Year 6, pupils' achievement is satisfactory but their attainment is below that expected. Although pupils' knowledge of religious matters is satisfactory, pupils are not adept at analysing issues or presenting their information clearly.

Subject commentary

141. By Year 2, pupils know about key aspects of religion. In Christianity, for example, pupils know of bible stories, like Jesus in the temple. They are aware of the importance of leaders like Moses and can describe the impact of St Francis. They know interesting facts about Judaism, such as the Passover Meal. They are aware of religious symbols, like the Star of David and the cross. They know the importance of self-awareness and can suggest suitable rules for behaviour in the classroom. They appreciate how people can be special. Pupils are not able to write about their learning neatly or fully, but they use pictures or captions satisfactorily to show understanding.
142. By Year 6, pupils experience a wider range of religious issues. They encounter other religions, such as Sikhism and Islam. They appreciate some of the differences, as in wedding ceremonies and clothing. For example, they know why it is important for Muslim women to cover their heads. They learn about special people in detail, explaining the importance of someone like Martin Luther King and his efforts to help overcome racism. They reflect on personal responsibilities such as looking after pets. However, pupils do not explore issues in depth or carry out individual research using books or the Internet. Because they have weak skills in writing, some of the work is copied and this does not help pupils to practise and extend their range of writing.
143. The quality of teaching is satisfactory overall, but good in Years 1 and 2. Teachers present the subject knowledgeably. They engage the pupils' interest skilfully by using resources well. For example, big picture books showed pupils in Year 1 Hindu and Islamic forms of worship. In lessons for pupils in Years 5 and 6, the playing of John Lennon's 'Imagine' is a good stimulus to a class discussion about world problems. This also helped to ensure good behaviour and concentration. Teachers are good at asking pupils searching questions to encourage them to think for themselves. In a Year 3 lesson on ceremonies, for instance, the teacher asked, 'Why do you think water is used for christenings?' This provided a useful opportunity for pupils to supply their own opinions. However, sometimes teachers do not strengthen pupils' learning by correcting what they say. They praise their efforts but do not often vary their questions or use of language enough to involve all pupils. For example, in a Year 5 lesson, nearly all pupils found it very hard to describe what 'possessions' and 'crossing a border' mean.
144. Religious education has not been a recent focus for school development. There are good resources, like Sikh turbans and Buddhist prayer wheels, to give the subject some colour. There are interesting visits to the local Mosque.