

# **INSPECTION REPORT**

## **SPRING COTTAGE PRIMARY SCHOOL**

KINGSTON UPON HULL

LEA area: Kingston Upon Hull

Unique reference number: 117814

Headteacher: Mr W Moore

Lead inspector: L A Furness

Dates of inspection: 17-20 May 2004

Inspection number: 257529

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                              |                                                |
|------------------------------|------------------------------------------------|
| Type of school:              | Primary                                        |
| School category:             | Community                                      |
| Age range of pupils:         | 4-11                                           |
| Gender of pupils:            | Mixed                                          |
| Number on roll;              | 420                                            |
| School address:              | Dressay Grove<br>Spring Cottage Estate<br>Hull |
| Postcode:                    | HU8 9JH                                        |
| Telephone number:            | 01482 794183                                   |
| Fax number:                  | 01482 788823                                   |
| Appropriate authority:       | Governing Body                                 |
| Name of chair of governors:  | Mr T Dunn                                      |
| Date of previous inspection: | 29/6/1998                                      |

## CHARACTERISTICS OF THE SCHOOL

Spring Cottage Primary School is a large primary school situated in one of the outer suburbs of the city of Kingston Upon Hull. The school draws its pupils mainly from the local area and although at least 6 different ethnic backgrounds are represented, the majority of pupils are white British. There are no pupils who are at an early stage of English language acquisition. Four hundred and twenty pupils aged 4 to 11 attend the school and the percentage of pupils who take up their entitlement to a school meal free of charge (7%) is well below the national average. However, the number of pupils who are eligible is higher than this figure and the next benchmarking category (8%-20%) most accurately reflects the character of the school. The percentage of pupils having special educational needs (6%) is well below the national average and the percentage of pupils having a statement of special educational need (0.7%) is below the national average. A significant number of pupils leave the school before the end of Year 6. Most parents move their children so they will be able to attend a secondary school in the East Riding. A nationally approved assessment scheme used for children when they start their reception year, shows that, although the range of attainment is broad, most children have levels of attainment that match those expected for their age in communication language and literacy, in mathematical development and personal, social and emotional development. The school achieved healthy schools status in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |             |                | Subject responsibilities                                                                                                                            |
|--------------------------------|-------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 8245                           | L A Furness | Lead inspector | Mathematics<br>Information and Communication Technology<br>Citizenship                                                                              |
| 19431                          | J D Holmes  | Lay inspector  |                                                                                                                                                     |
| 27677                          | D Davenport | Team inspector | Foundation Stage of Learning<br>English<br>History<br>Geography<br>Religious Education                                                              |
| 33237                          | C Haddock   | Team inspector | Special Educational Needs<br>English as an Additional Language<br>Science<br>Art and Design<br>Design and Technology<br>Music<br>Physical Education |

The inspection contractor was:

Focus Education (UK) Limited

113-115 High Street  
Uppermill  
Saddleworth  
OL3 6BD

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

|                                                                           | Page      |
|---------------------------------------------------------------------------|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                      | <b>6</b>  |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                 |           |
| <b>STANDARDS ACHIEVED BY PUPILS</b>                                       | <b>8</b>  |
| Standards achieved in areas of learning and subjects                      |           |
| Pupils' attitudes, values and other personal qualities                    |           |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                        | <b>11</b> |
| Teaching and learning                                                     |           |
| The curriculum                                                            |           |
| Care, guidance and support                                                |           |
| Partnership with parents, other schools and the community                 |           |
| <b>LEADERSHIP AND MANAGEMENT</b>                                          | <b>15</b> |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b> | <b>17</b> |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                          |           |
| <b>AND SUBJECTS IN KEY STAGES 1 AND 2</b>                                 |           |

## PART A: SUMMARY OF THE REPORT

**This is a very effective school** that provides a good quality of education and enables pupils to achieve good standards. As a result of good teaching, very good levels of inclusion and a very good standard of care, pupils are very interested in school and achieve well. Leadership is very good – any problems such as a drop in standards caused by weaknesses in teaching are quickly rectified and their impact is minimised. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership of the head teacher is very good and is fundamental to the school's drive for continual improvement.
- The quality of teaching and learning is good and as a result pupils' achievement is good.
- Pupils' behaviour and attitudes are consistently very good.
- The school shows very good levels of care for its pupils and this reflects its very good ethos.
- Although satisfactory, pupils' understanding of knowing how well they are doing in their learning is not developed sufficiently.
- Opportunities for using the outside environment to promote learning for reception age children are restricted.
- Links with parents are very good. They have a high regard for the school and the school has very productive contact with other schools and the local community.
- Financial management and control are very good.

The level of improvement since the previous inspection has been very good. The school was inspected in 1998 and since then the good standards have been maintained as has the quality of teaching and learning. The quality of leadership and management has improved and the school has responded very well to issues raised in the previous inspection. A wide range of other initiatives have led to further improvement.

## STANDARDS ACHIEVED

**Achievement is good in all key stages of the school.** Children start in the Foundation Stage with average attainment and by Year 6 National Curriculum test results in 2003 were well above the national average in English and science and above the national average in mathematics. Although results in comparison with similar schools (those whose pupils attained similarly at the end of Year 2) are lower it must be recognised that a significant number of pupils leave the school between Years 3 to 6 so that they are able to attend the secondary school of their choice.

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---------------------------------------------------------------------------|-------------|------|------|-----------------|
|                                                                           | 2001        | 2002 | 2003 | 2003            |
| English                                                                   | A           | B    | A    | C               |
| mathematics                                                               | A           | B    | B    | D               |
| science                                                                   | A           | A    | A    | C               |

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

Inspection evidence shows that the majority of pupils currently in Years 2 and 6 are on course to reach at least the standards expected for their age in English, mathematics and science, and a significant number will exceed these standards. Standards in information and communication technology, history and art and design are above the national expectation by Year 6. Attainment in geography and religious education, matches that expected and in design and technology, music and physical education there was insufficient time during the inspection to make a judgement on standards and achievement. Core skills in literacy and numeracy, as well as computer skills, are used well in other subjects.

**Pupils' attitudes, values and other personal qualities are very good.** Their spiritual, moral, social and cultural development are good overall with moral and social development being very good. Attendance is satisfactory, matching the national average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good with many very good features.** Teachers have very good subject knowledge and use it very well to plan challenging and interesting activities based on very reliable assessment data. As a result, teaching meets all pupils' needs well and encourages high levels of interest and enthusiasm for work. Teachers have high expectations of their pupils' behaviour and the resulting very good quality of behaviour supports the good quality of learning. Teaching for pupils with special educational needs is good; teaching assistants provide valuable support and are effective. However, pupils are not as involved in evaluating their own learning as they should be, and marking does not consistently inform pupils of their success and how they might improve.

The curriculum is good. The recently introduced timetabling arrangements ensure that pupils experience a broad, well balanced and rich curriculum. There is a good range of extra-curricular activities. One reception class has good direct access to a secure outdoor environment but the other does not and although outside provision is available to both classes, opportunities for outdoor learning are under-developed. The school is well staffed. Resources are good. The school shows a very good level of care for pupils and there is a very good supportive relationship between the school and parents.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The leadership of the head teacher is very good. His clear, realistic vision of the needs of the school is based on very good quality and rigorous school self-evaluation. Plans for school improvement are carefully thought out and highly appropriate to the school's needs. He is effectively supported in this work by the deputy head teacher and other staff with leadership responsibility. The governors provide good levels of challenge and support and contribute well to the work of the school. Statutory requirements are met fully. Together, the head teacher, staff and governors have developed very good management systems that are very effective in identifying the school's needs and moving it forward.

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

Parents are extremely happy with the school and pupils also have very positive views about it. They greatly enjoy school and feel they will be well supported if they have problems.

## **WHAT THE SCHOOL COULD IMPROVE**

The things the school should do to improve are:

- ensure that all reception age children have the opportunity to be involved in planned outdoor activities that cover all six areas of learning
- develop pupils' self assessment skills and knowledge of how to improve the quality of their work

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **good** at the end of Years 2 and 6 in the majority of subjects. Achievement is **good** for all groups of pupils throughout the school.

#### Main strengths and weaknesses

- Standards by Year 6 in nearly all subjects are above those expected for the pupils' age
- All groups of pupils, regardless of gender or ability, achieve equally well
- Reception children achieve well and almost all attain or exceed the goals expected for the age group by the end of reception
- Mathematics results in the National Curriculum tests for Year 2 pupils in 2003 were lower than usual

#### Commentary

- 1 The majority of children start school in reception with levels of attainment that match those expected for their age, in personal, social and emotional development, in communication, language and literacy and in mathematical development. Good teaching in reception ensures that children make good progress and achieve well. The majority of children are on course to attain at least the standards they are expected to reach by the end of reception in all areas of learning, by the time they enter Year 1.

The table below shows Year 2 pupils' performance in the National Curriculum tests in 2003.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.3 (16.6)    | 15.7 (15.8)      |
| writing       | 15.3 (15.5)    | 14.6 (14.4)      |
| mathematics   | 16.4 (17.9)    | 16.3 (16.5)      |

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

- 2 When compared with all schools and with similar schools, pupils' performance in 2003, was above the national average in reading and writing and matched the national average in mathematics. In science, on the basis of teacher assessment, performance matched the national average and matched the results of similar schools. There were no significant differences in attainment between boys and girls, and none were noted during the inspection. Although pupils consistently attain above national results, overtime, the trend in the school's average National Curriculum points for all subjects has been below the national trend. The school has recognised this declining trend and has quickly put into place effective strategies to rectify the weaknesses in teaching. In mathematics, in particular, the school was concerned, and the current Year 3 pupils have received intensive support to improve their performance. Already standards have improved. Pupils currently in Year 2 are attaining at least the standards expected for their age and their achievement is good.
- 3 In Year 6, pupils' performance in the 2003 National Curriculum tests was well above the national average in English and science and above the national average in mathematics. In relation to similar schools (those whose pupils attained similarly at the end of Year 2) the proportion of pupils reaching the expected levels matched that of similar schools in English and science but was below that expected in mathematics. However, these statistics are



affected by the fact a significant number of pupils leave the school between Years 3 to 6 so that they are able to attend the secondary school of their choice.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 28.5 (27.9)    | 26.8 (27.0)      |
| mathematics   | 28.3 (28.1)    | 26.8 (26.7)      |
| science       | 30.1 (30.6)    | 28.6 (28.3)      |

*There were 67 pupils in the year group. Figures in brackets are for the previous year*

- 4 For the past five years pupils' performance had been above national results and the trend of improvement in the school's average National Curriculum points for all subjects has been broadly in line with the national trend. These good standards are promoted by good teaching, and the particularly close focus on learning objectives, especially for the oldest pupils. Also the school makes a deliberate effort to provide good opportunities for pupils to use and apply their literacy and numeracy skills in other subjects and this has a positive effect on their attainment. The standards represent good achievement and continue a long trend of mostly well above average standards. Pupils currently in Year 6 are attaining standards that at least match those expected for their age, with a significant number attaining above these standards.
- 5 In information and communication technology (ICT) the achievement of all pupils throughout the school is good and standards by the end of Years 2 and 6 are above the national expectation. Improved resource provision and the good emphasis that is given to ICT ensures that pupils make good progress in this subject. Standards in history are also above the national expectation and achievement is good. Pupils develop good historical enquiry skills and appreciate how life has changed over time in relation to major events. In art and design, standards are above the national expectation and achievement is good. By Year 6, pupils' abilities to draw and paint are well established and throughout the school, good quality art and design displays effectively enhance the environment. Standards match the national expectation in religious education and geography and achievement is satisfactory. Pupils have a satisfactory knowledge of a range of faiths and understand how religion is a guiding force in the lives of many people. In geography, pupils have a secure knowledge of different localities and speak confidently about environmental changes. In design and technology, music and physical education there was insufficient time during the inspection to make a secure judgement on standards or achievement.
- 6 The achievement of pupils with special educational needs is good throughout the school. Support staff play a significant role in supporting and meeting the needs of individual pupils and enabling them to achieve well in relation to their abilities.

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

Pupils' behaviour and attitudes to work are **very good**. The pupils' spiritual, moral social and cultural development is **good**. The attendance at the school during the last academic year was **satisfactory**.

**Strengths and weaknesses:**

- Pupils are genuinely keen to learn
- The personal, social and emotional development of children of reception age, is good
- There is a calm atmosphere in the classrooms with high standards of behaviour; this enables effective learning to take place
- Relationships with others are very good

- Moral and social development are very good

### **Commentary.**

- 7 Pupils really enjoy school and take a pride in it. They like their work and feel very happy and secure. The school makes a considerable effort to ensure that pupils are given opportunities to succeed, whether through academic achievement, sport or creative arts, and this helps to raise their self-esteem and confidence. This is also reflected in reception, where children exceed the goals they are expected to reach by the end of this stage, in their personal, social and emotional development. Pupils' successes and participation in activities are suitably recognised and celebrated. Pupils with special educational needs are valued and fully included in the life of the school. The support they are given encourages their participation and boosts self-esteem. They respond well to the support they receive and are enthusiastic.
- 8 Pupils behave very well both in and out of the classroom. No oppressive behaviour was observed during the inspection and there have been no exclusions in the last school year. There is no evidence of any racial tensions at the school. Incidences of bullying are very rare and are quickly and firmly sorted. A 'bully box', monitored by the school council helps those pupils who are too quiet to voice their concerns. Pupils are polite and friendly and want to talk about their school. Parents are rightly pleased with the standards of behaviour.

### ***Ethnic background of pupils***

| Categories used in the Annual School Census | No of pupils on roll |
|---------------------------------------------|----------------------|
| White – British                             | 406                  |
| White- Irish                                | 1                    |
| White-any other White background            | 1                    |
| Mixed – White and Black Caribbean           | 4                    |
| Mixed – White and Black African             | 1                    |
| Mixed-White and Asian                       | 1                    |
| Black or Black British – African            | 1                    |
| Parent/pupil preferred not to say           | 5                    |

- 9 The personal development of pupils is very good with the school helping pupils to become more mature and develop good skills. Relationships are very good. Pupils are keen to take responsibility and they are fully involved in the school through the school council. Pupils from the school council operate a 'friendship stop' to enable those pupils who need someone to play with a chance to play. Pupils help around the school with general duties such as the collecting of registers, litter picking and serving drinks at lunchtime. The school has many visits and visitors, which assist in helping pupils gaining confidence and self-esteem. Pupils have a well-developed sense of right and wrong and help to formulate their own school rules. They are keenly involved in helping in their school, looking after younger pupils and suggesting ways to further improve their school; this contributes to their strong sense of ownership. Pupils show a very good knowledge of what is happening in school and are happy with the range of clubs and activities that the school provides for them.
- 10 The attendance during the last academic year broadly matched the national average and was satisfactory. There are however a small number of parents who take their children on holiday in term time and this adversely affects attendance statistics. Punctuality is generally good with only a small number of pupils late in the morning. The school has good reward systems in place to promote good attendance with a weekly class trophy and termly and annual

attendance certificates. The reasons for absence and lateness are investigated appropriately if parents fail to notify the school.

**Attendance in the latest complete reporting year (%) 2002-2003**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.0 | School data          | 0.2 |
| National data      | 5.4 | National data        | 0.4 |

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is **good**. Teaching is **good** with some very good features. The curriculum is **good** and benefits from **good** opportunities for enrichment. The school provides **very good** levels of care for its pupils. The school has **very good** links with parents the community and other schools.

**Teaching and learning**

Teaching and learning are **good**. All groups of pupils learn equally **effectively**. Assessment and its use in planning lessons are **good**.

**Main strengths and weaknesses**

- Teachers have high expectations of their pupils, and expect high standards of behaviour in lessons
- Lessons are conducted at a brisk pace and, combined with very good use of resources, this sustains pupils' interest and motivation very well
- Planned activities effectively meet all pupils' needs and enable good learning for all
- Teaching assistants provide valuable support and are effective in what they do
- Although satisfactory, pupils' knowledge of how well they are doing in their learning is insufficiently developed

**Commentary**

- 11 The quality of teaching and learning is good with some very good features and is effective in enabling all pupils to achieve well overall. The quality of teaching and learning is good in English, mathematics, science, ICT and art and design. In religious education, teaching and learning are satisfactory. Pupils with special educational needs benefit from the additional support given to them, and learn successfully as a result.

**Summary of teaching observed during the inspection in 47 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%)    | 9 (19%)   | 23 (49%) | 15 (32%)     | 0 (0%)         | 0 (0%) | 0 (0%)    |

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

- 12 Teachers throughout the school give clear explanations and support these very well through the very effective use of the good resources, to give easily understood demonstrations of learning points. Consequently, pupils feel confident to move forward and work independently at a very good pace. All teachers are fully aware of the National Literacy and Numeracy

Strategies and have completed training in the teaching of ICT, so they show competence in teaching these subjects. Teachers are able to guide their pupils effectively and ensure that all achieve well and develop good core skills, which also support the good learning in other subjects. In ICT lessons, teachers ensure that the pupils have plenty of time to practise and consolidate the skills they have learned. Good use of computers in other subjects further enables pupils to use these skills.

- 13 Pupils are taught well to use their knowledge and understanding, such as in mathematics and ICT, so there is a clear purpose for their learning. Teachers ask appropriate questions focused on pupils of different ability, and these are effective in furthering all pupils' progress and ensuring all pupils are fully included in activities. The best questioning was vigorous and made pupils think carefully about answers to their questions. This was seen in a Year 6 mathematics lesson, when the teacher moved from group to group asking searching questions that made pupils think and find out answers for themselves.
- 14 Planning is good. Activities are planned carefully for pupils at all levels of attainment. Teachers use assessment data well so work is carefully matched to individuals' needs. As a result tasks are challenging for pupils, including those with special educational needs and higher attaining pupils. Learning objectives are shared with pupils at the beginning of lessons; this is good because pupils know what is expected of them. However, pupils are not informed how they can evaluate how well they have achieved the objective. Marking does not consistently identify how they might improve the quality of their work and although pupils have individual learning targets they are rarely referred to during lessons.
- 15 Teachers have high expectations of pupils' behaviour. Their management of pupils is very good and teachers consistently apply the school's agreed approach to this, so pupils are well aware of how to behave in school. All teachers recognise and comment on those pupils who are co-operating and others soon follow the example and quickly settle at each change of activity. Because teachers have a positive approach to pupils' behaviour, pupils feel valued and this forms the basis of very good relationships between pupils and teachers.
- 16 In reception the quality of teaching and learning is good and the teaching assistants make a positive contribution to the children's learning. Children's work is regularly assessed, and good records of progress are kept. However, information gathered is not always used sufficiently well to match activities to children's individual needs, especially for the more able children.

## The curriculum

The school provides a **good** range of worthwhile curricular opportunities that meets all statutory requirements and the needs of the pupils well. The breadth of curricular opportunities is **good** with **good** opportunities for further enrichment. Accommodation and resources are **good** overall.

## Main strengths and weaknesses

- This is a very inclusive school and provision for pupils' personal, social and health education is very good
- Curriculum development is good
- Provision for pupils with special educational needs is good
- Pupils have good opportunities to take part in additional activities both inside and outside the classroom that successfully boost their skills in sports and creative arts

## Commentary

- 17 The curriculum is broad, balanced and well matched to pupils' age, ability and aptitude, and meets all statutory guidelines including provision for religious education and collective worship. The recent changes in timetabling arrangements have enabled more efficient use of

resources to be made in subjects such as music, physical education and ICT. The National Strategies for literacy and numeracy are implemented effectively. The school has subject policies and schemes of work in place for each subject, which guide teachers' planning very effectively. The Foundation Stage curriculum is satisfactory and is securely based in all areas of learning for children in this stage of schooling. Planning is good overall with a varied range of practical activities that prepare children well for their work in Year 1. However, the outdoor curriculum is underdeveloped because planning does not sufficiently address the need for continuous outdoor provision in all six areas of learning

- 18 Curricular provision for pupils with special educational needs is good and these pupils make good progress. They have clearly defined targets in their learning plans, which enable them to improve their learning step by step. They receive good support from teaching assistants in class, especially when working in small groups or individually.
- 19 The school provides many opportunities for pupils both inside and outside of the school day, for example weekly after school activities and clubs, which cater for netball, football, orchestra, recorders and chess. The school makes effective use of visiting artists and poets to support the curriculum. Visitors to the school such as 'Captain Kippers Road Show' and the 'Lifestyle Project' with Humberside police, as well as the fire service make a significant contribution.
- 20 The school sees personal, social and health education as an important priority and provides a wide range of effective experiences. A programme of drugs and sex education, involvement in the Healthy Schools Project and other topics, all help pupils develop a very good appreciation of the need for a safe and healthy lifestyle. The 'bully boxes', 'friendship posts' and school council mean they gain valuable experience in supporting others that equips them well for adult life in the community.
- 21 Accommodation is good overall although the lack of direct access to a secure outdoor environment by one reception class restricts opportunities for outdoor learning. The match of teachers and support staff to the curriculum is good. All available space is fully utilised and provides an attractive environment for learning with bright, interesting and informative displays. The premises are very clean and well maintained and in a good state of repair with suitable facilities to meet the needs of the disabled.

### Care, guidance and support

The school provides **very good** quality care for its pupils. The school gives **good** support and guidance to pupils using the detailed knowledge that staff have about individual children. There are **very good** procedures to take pupils' views into account.

### Strengths and Weaknesses:

- The school provides a very safe, secure environment
- Very good child protection procedures are in place
- Effective assessment procedures are in place
- Pupils know that their opinions are considered carefully by adults in the school and this makes them feel valued

### Commentary.

- 22 The school provides a very healthy, safe environment in which pupils can learn. The governors are involved in carrying out audits to ensure a safe environment is maintained and risk assessments are carried out thoroughly. Pupils are given good advice on personal safety and safety in the home through the curriculum. They are well supervised at lunchtimes and trained first aiders are always available to deal with any minor incidents. Pupils express the view that teachers help them and expect them to work hard. They are very happy to approach

and discuss with staff any concerns or worries that they may have, and they enjoy very good relationships with staff and fellow pupils.

- 23 The child protection procedures are fully in place with the deputy head teacher the named person. The procedures have been made known to all of the staff and the local education authority has carried out an audit of the procedures this year. Any concerns are reported immediately to the deputy head teacher who maintains a 'cause for concern' book.
- 24 The schools' effectiveness in assessing and supporting the academic progress of pupils is good. There are secure assessment and tracking systems in place and assessment information is used well to inform teaching and learning. Pupils with special educational needs are well supported. Individual educational plans have clear targets and review dates have been appropriately set. The school works closely with a range of outside agencies to support these pupils.
- 25 Pupils play an active role in the life of the school with the school council. The pupils feel that through the school council they have been able to have their views considered and that their opinions are taken into account. The school council were involved in discussions about changes to the school timetable and made suggestions which have now been implemented. The pupils in each class draw up class rules each year and the home school agreement includes what is the pupil's responsibility.

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

The school has **very good** partnerships with parents the community and other schools.

### **Strengths and weaknesses**

- Parents are very happy with the school
- Very good links with other schools and the community exist
- The school is good at seeking the views of parents

### **Commentary**

- 26 Parents are very supportive of the school and those parents who returned the questionnaire showed overwhelming support. The questionnaire return was good with 227 returned out of 420. There are a number of parents who help in the school on a regular basis and this has a positive effect on the working of the school and the learning of the pupils. Whilst the school does not have an official parent association, when help is required, parents are very willing to get involved.
- 27 There are very good links with the secondary schools that the pupils move to. These links have been strengthened with the appointment of a transition teacher, who is working closely with Year 6 pupils. The pupils attend the secondary schools for a day to help them find out about the school and this year they have prepared a series of questions about issues that concern them; past pupils will answer these questions. The school offers work experience placements for pupils from the secondary school. There are very good links with the local community who make use of the school for different activities. Also volunteers from the community come into school to work with the pupils. For example, a local artist works regularly with groups of pupils throughout the school.
- 28 The school takes seriously and deals very effectively with any concerns from parents. Parents appreciate the open door policy which allows parents to discuss any concerns with teachers or the head teacher. Parents of pupils with special educational needs are appropriately invited into school to discuss and review the help that is available and to set plans for helping their children to make progress. Parents are also consulted about important

school issues, for example, the changes to the school's sex and relationship education policy.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher provides purposeful leadership and very good management for the school. Senior staff lead their areas effectively. The governors provide **effective** governance.

### Main strengths and weaknesses

- The leadership of the school has created a climate of high aspirations
- The senior management team are enthusiastic, committed and well focused on school improvement
- Very good financial management and strategic planning have enabled the school to enhance its provision significantly
- Very good quality monitoring of teaching, the curriculum and performance data provides information that is used highly effectively to identify weaknesses in provision

### Commentary

- 29 The very good clarity of vision for the school, by the head teacher, and his high aspirations and challenging aims for all pupils are key factors in the success of school improvement in recent years. He is highly respected by all. The head teacher and the deputy head teacher work well as a team. The work of other staff with leadership responsibility is effective and offers good support to the school through clearly defined management roles. Together they have created an effective learning environment that offers a broad and rich curriculum, whilst maintaining good academic standards. The commitment to the inclusion of all pupils and to meeting their needs is very good. The leadership of provision for pupils with special educational needs is good and as a result, these pupils achieve well.
- 30 Strategic planning is very good. It is very thorough, arising from a combination of contributions from the head teacher, staff, governing body, parents and pupils. Governance of the school is good. Governors provide good levels of challenge and support for the head teacher and staff. They are enthusiastic and have a clear idea of where the strengths and weaknesses lie in the school. Financial management is very good and closely linked to school improvement planning. The systems are very secure, and governors ensure that best value principles are applied rigorously to ensure value for money. Allocations are appropriately directed and used to raise standards. As a result the school learning resources are of a good quality. Given the good quality of teaching and learning, the very good personal development of pupils and the standards they achieve, the school gives good value for money.

### Financial information for the year April 2002 to March 2003

| Income and expenditure (£) |           | Balances (£)                             |        |
|----------------------------|-----------|------------------------------------------|--------|
| Total income               | 1,070,259 | Balance from previous year               | 22,794 |
| Total expenditure          | 1,020,435 | Balance carried forward to the next year | 49,824 |
| Expenditure per pupil      | 2407      |                                          |        |

- 31 Management is very good. The school's evaluation of its own performance is highly effective in identifying strengths and weaknesses when compared to both national and school information. Monitoring and evaluating teaching and learning is very thorough. Consequently

all staff and governors have an extremely clear picture of what they do well and what needs to be improved. This means that all issues, whether at a school level or concerning individual pupils, are quickly resolved. Early identification of issues needing to be addressed is rapidly followed up by effective action and results are quick. For example, the standards in mathematics of Year 2 pupils were very well identified as an issue arising from the analysis of results of National Curriculum tests in 2003. Action plans were agreed and implemented and standards have already recovered.

- 32 The school improvement plan provides a comprehensive strategic overview of the school's future direction. It is based on a yearly review of progress. As a result of this review each coordinator draws up an action plan that is used to set the improvement agenda for the coming year. Performance management is used effectively, not only to focus on the needs of the school, but also to develop teachers' individual expertise in teaching.



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

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

- 33 Children in the Foundation Stage are taught in two reception classes catering for 60 children. Good induction procedures and information to parents help children settle quickly into school routines. One of the reception teachers was absent during the inspection and a temporary supply teacher was working with the class. Most children start school with levels of attainment that match those expected for their age. As a result of the good teaching they receive, children make good progress and achieve well. By the end of their reception year most children will have achieved the standards expected in all six areas of learning with a significant number exceeding them particularly in personal, social and emotional development.
- 34 The quality of teaching is good and the teaching assistants make a positive contribution to children's learning. The staff work well together. They form good relationships with the children and successfully create a safe, secure and happy environment. Teachers' planning is good overall. It is clearly linked to the national guidelines, with a varied range of practical activities to enhance learning. An improvement since the last inspection is the provision of a secure outdoor play area to which both classes have access. However, while it provides good direct access for one class, the organisation within the Foundation Stage means that not all children have equal access to outdoor learning opportunities. The outdoor curriculum is underdeveloped because planning does not sufficiently address the need for outdoor provision in all six areas of learning. Children's work is regularly assessed, and good records of progress are kept. However, information gathered is not always used sufficiently well to match activities to children's individual needs, especially the more able children. Overall, the Foundation Stage is well led and managed.

### **Personal, Social and Emotional Development**

Provision for personal, social and emotional development is **good**

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

- The good range of activities provided in the six areas of learning effectively enhance the children's personal development
- Good teaching promotes good attitudes to school and to learning
- Children work and play amicably together and behave very well
- Relationships are very good and adults are sensitive to the children's needs

### **Commentary**

- 35 The happy and secure learning environment has helped the children to settle quickly into school life. They know the established routines and follow them well. They take turns, share resources sensibly and take on small responsibilities as they act as class monitors or help to tidy up after activities. The children show good personal skills and independence as they get changed for physical activities. Teaching is good and fosters enjoyment in learning. The children show very good attitudes to lessons by listening attentively, following instructions carefully and concentrating on their tasks. The staff know all the children very well, are sensitive to their individual needs and use praise and encouragement well to boost the children's confidence. This has a positive impact on their learning.

## **Communication, Language and Literacy**

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

### **Main strengths and weaknesses**

- Teaching is good and the teaching assistants contribute well to the children's achievement
- Although a good range of activities is in place to promote communication, language and literacy skills, some play activities need more structured adult intervention to develop the children's language
- There are good links with other areas of learning

### **Commentary**

- 36 Good emphasis is placed on developing the children's speaking and listening skills through a range of well planned activities across all areas of learning. The children are happy to talk about their personal experiences, about their work in other subjects, for example, about tadpoles and butterflies and to recount the main points in stories they have read. However, during free choice and role-play activities there is not always enough structured adult intervention to enhance the children's imaginative and spoken language. Most children have a secure knowledge of letter sounds, which they recognise at the beginning and within words. They use this knowledge well to build up simple words and sentences. The more able children can accurately spell key words and make good attempts at unfamiliar ones. As a result the standard of their work is above that expected. However, for some less able children writing and handwriting skills are still at an early stage of development. The quality of teaching is good in this area of learning and the teaching assistants are deployed well to develop the children's communication skills.

## **Mathematical Development**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching with well planned activities promotes successful learning
- Work is not always challenging enough for the more able children

### **Commentary**

- 37 Well planned practical activities place good emphasis on sequencing patterns and counting objects. Most children can order, count and record numbers reliably to 10 with a significant number able to count beyond this. They calculate and, with support, record accurately simple number "sentences", correctly subtracting one digit numbers from 15. Children have an appropriate understanding of mathematical terms such as 'less than', 'heavy', 'full' and 'empty' and they can name and describe accurately common shapes such as square, circle, and triangle. The teacher's clear explanations, practical demonstrations and well planned activities to develop mathematical skills have a positive impact on the children's learning. However, sometimes there is insufficient challenge, especially in the recording of their work, for those children capable of working with higher numbers.

## **Knowledge and Understanding of the World.**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- Children's curiosity is stimulated by a good range of practical activities
- Good attention is given to helping children learn more about their immediate environment

### **Commentary**

- 38 Good teaching and well planned practical activities stimulate children's curiosity and develop their observational skills. As a result children make good progress in this area of learning. Most children show a secure understanding of the life cycle of a frog. The walk to the school's conservation area helped to develop effectively the children's spiritual awareness, as they gasped in wonder at the number and growth of the tadpoles out there. The walk also promoted the children's understanding of directional language well. Children put past events in order accurately and, through visits and visitors, learn about the local environment and the work of people within the community. They show good 'mouse' control when using the computer as they select and add colours to make pictures and patterns.

## **Physical development**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children enjoy practical activities and show good levels of concentration for their age
- The outdoor learning resource is underdeveloped

### **Commentary**

- 39 All children develop their manipulative skills well through the good opportunities presented to them to use, for example, scissors, pencils, paintbrushes and small construction equipment. Teaching is good and the children achieve well. In physical education lessons the children display a good range of movements as they roll, jump, leap and balance, using a variety of apparatus. They work enthusiastically and show good levels of concentration for their age as they follow the teacher's clear instructions. However, the outdoor learning area is underdeveloped. As a result children have restricted opportunities to develop further their physical skills by using large play and climbing equipment and wheeled toys.

## **Creative Development**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and children enjoy creative activities
- A good range of practical activities is provided which is appropriately linked to other areas of learning

### **Commentary**

- 40 Good teaching and planning ensures that the children have good opportunities to draw, paint and make pictures and models from a variety of media. The children's work is linked well to

other areas of learning as, for example, they make group collages to illustrate the life cycle of the frog and paint spring pictures. Role-play activities satisfactorily develop the children's speaking and listening skills and their imaginative language as well as boosting their confidence. However, at times there is not always enough structured adult intervention. The children evaluate sound through a range of musical instruments and sing enthusiastically a range of simple songs and rhymes.

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

### **ENGLISH**

Provision in English is **good**

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

- Standards are above the national expectation by Years 2 and 6
- Good teaching ensures that pupils, including those with special educational needs, achieve well in speaking and listening, reading and writing
- Pupils' very good attitudes to their work and their very good behaviour impact positively on their learning
- Teachers' written marking does not identify the next steps for pupils' learning
- Leadership and management of the subject are good

#### **Commentary**

- 41 By Year 6 pupils are confident, articulate youngsters who express their ideas and opinions clearly. Pupils enjoy reading. They read well, with fluency and expression, name their favourite authors and provide sensible reasons as to why they like them. By Year 6 pupils use their good knowledge of how different authors use language for effect to improve their own writing. Pupils use books and the Internet well to research information for their work in a range of subjects and show good understanding of what they have to read.
- 42 Most pupils engage the reader well as they write. Their writing is interesting and varied and descriptive language is used well. As they move through the school pupils gain a good understanding of how to write for different audiences. They successfully learn how to write in different formats for different purposes, to express themselves through poetry and to write stories that have a clear structure. Pupils are effectively taught to plan and draft their work to ensure that what they finally write is their best effort. Most pupils use spelling and punctuation rules accurately. The overall presentation of their work is good with structures such as paragraphs used to good effect.
- 43 The quality of teaching is good. The teachers' wide range of interesting activities, lively delivery and good use of resources motivate the pupils well. Effective questioning successfully challenges pupils' thinking and develops their speaking, listening and writing skills well as, for example, they explore ideas, opinions and feelings through a wide range of interesting texts. Time is used well resulting in good pace and productivity in learning. In some lessons, however, pupils spend too long listening to the teacher. This slows down their progress as they become restless and limits opportunities to develop language and literacy skills. However, the majority of pupils have very good attitudes to their work because lessons are interesting and teachers help them to do well. The very good relationships and good use of praise and encouragement result in pupils' behaving very well. This has a positive impact on their learning. Homework is set regularly and is used well to reinforce and consolidate the learning that takes place in class.
- 44 The subject leader has a clear understanding of the strengths and areas for development from the monitoring of pupils' work and teachers' planning. She has successfully reorganised

and enhanced the provision of resources for guided reading throughout the school, which has impacted positively on standards attained. Her action plan now focuses on developing speaking and listening skills further through planned opportunities in other curriculum areas. The information gathered from regular assessments is used effectively to track pupils' progress, inform planning and set curricular targets. However, individual pupil targets are not referred to sufficiently during lessons. Teachers' written marking does not always inform pupils of why their work is good or how they might improve. Resources are good and the improvement to the library provision since the last inspection is having a positive effect on learning. Improvement since the last inspection is very good.

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

- 45 Teachers use their good subject knowledge very effectively to promote language and literacy skills in other subjects such as history, geography and science. For example, in history, pupils' writing in the role of an evacuee showed good empathy with how the children must have felt. They competently compile holiday brochures in geography and keep food diaries, make notes and write reports in science. Pupils make good use of their skills in information and communication technology as they word process their work and use simple desk top publishing techniques.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- All pupils achieve well and attainment is mainly above that expected for their age by Years 2 and 6
- The quality of teaching and learning is good throughout the school
- The subject is very well led and there are clear plans for further improvement based upon thorough monitoring and evaluation activities
- Pupils self assessment skills are under developed and marking does not always consistently help pupils to improve the quality of their work
- In some classes there is an overuse of commercially produced worksheets

#### **Commentary**

- 46 Pupils currently in Year 2 are attaining standards that at least match those expected for their age with a significant number attaining above this level and pupils' achievement is good. This good level of achievement is maintained throughout the school and by Year 6 the majority of pupils are again attaining standards that at least match those expected for their age with a significant number attaining above the level expected. Results in Year 2 are generally well above the national average but there was a dip in 2003 when results matched the national average. The school is able to explain this, has rectified the weakness and is focusing on this group of pupils in order to improve standards. Inspection evidence from lesson observations shows that attainment of these pupils has recovered and is currently above that expected for pupils of this age.
- 47 Good teaching and learning throughout the school make effective use of a good assessment programme so that learning is able to build on a clear understanding of what pupils have achieved and what they should learn next. Teachers use this information well in their planning. Different levels within the activities are planned for pupils at different levels of attainment so that all can move forwards confidently. Pupils in Years 3 to 6 are organized in ability sets for mathematics and this also ensures that pupils' individual needs are catered for. Pupils with special educational needs receive good support and as a result they make good progress and achieve well.

- 48 Teachers make activities interesting and in the best lessons planning is of high quality and ensures that a wide range of mathematical skills is covered. This was seen in a Year 6 lesson where pupils explored relationships between numbers. This activity was also very effective in developing pupils' logical problem solving skills. This work was typical of that completed by older pupils and prepared them very well for studying mathematics in the secondary school. Teachers are very aware to fully include all pupils of all abilities in question and answer sessions, and to challenge pupils at all levels of attainment.
- 49 An important feature of the good quality of teaching is the very good management of pupils. This means that pupils are invariably very well behaved and they have very positive attitudes towards their learning. Teachers have high expectations of pupils' behaviour which impacts positively on pupils' learning. This enables the creation of a very effective learning environment, in which pupils sensibly get on with their work and enable teachers and teaching assistants to support focus groups effectively and without being distracted. Although staff clearly share the learning intentions with pupils, the criteria for success is not as clear to pupils and marking does not identify how pupils might improve the quality of their work. In some classes, too many worksheets are used which restrict the development of pupils' independent recording skills. The way these are retained means that pupils do not have the opportunity to review their learning and to learn from their successes and mistakes.
- 50 The subject leader provides very good leadership and management. Very good monitoring and analysis of assessment data have led to clear identification of appropriate targets for improvement. The quality and quantity of resources are good and these are used effectively to raise standards. Information and communication technology is used effectively in teaching and learning and teachers make full use of ICT resources to extend pupils' learning. Improvement since the last inspection is very good.

### **Mathematics across the curriculum**

- 51 Numeracy has been developed well in other subjects. In science, for example, pupils use accurately a variety of graphs to present information. In geography they learn about co-ordinates and they use time-lines in history. Data handling skills are well developed in ICT and symmetry in art and design.

### **SCIENCE**

Provision in science is **good**.

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

- By Year 2 and Year 6 pupils attain standards above those expected for their age and achievement is good
- Teaching and learning are good
- Pupils use their developing literacy, numeracy and ICT skills well in this subject
- Leadership and management are good

#### **Commentary**

- 52 Standards and achievement are good in all age groups and the results of the 2003 National Curriculum tests show that the pupils are well challenged. Pupils' attitudes to the subject are very good because of interesting and motivating teachers. Pupils work very well together and share ideas and resources very willingly. Pupils with special educational needs are supported effectively and this helps them to achieve well in relation to their specific learning targets.

- 53 The best teaching occurs where pupils have the opportunity to take part in first-hand investigations; for example Year 5 pupils were given good scope to find out for themselves whether their predictions regarding germination were accurate. In most lessons pupils are invited to discuss what they are doing and share their ideas. They contribute well to whole group sessions through well-targeted questions. All responses are valued and pupils become confident and enthusiastic learners. Lessons and resources are prepared effectively for the needs of the individual pupils and the pace is often brisk. Marking is kept up to date, some with positive comments, however there is little evidence of marking which gives pupils advice as to how they can improve and raise the standard of their work. In some year groups there is too much use of commercially produced worksheets which limit the pupils' independent recording skills.
- 54 There is good coverage of the science curriculum; this is evident throughout the school. Teachers planning and assessment are effective. They make close links with literacy, numeracy and other National Curriculum subjects. Some good use is made of ICT to teach science and this is particularly evident in Years 3-6. For example, pupils in Year 6 were using ICT to control lights using a light sensor. The very good improvements made in ICT have had a very beneficial effect on pupils' progress and achievement in science. Resources are very good and the majority of the staff make the very best use of these resources to promote effective learning in and outside of the ICT suite.
- 55 The subject leader is effective. She has completed effective monitoring and evaluation systems, including classroom observations and work scrutiny. She also makes a positive contribution to the development of science. The quality and quantity of resources are good and they are used effectively in many lessons. The school has made very good progress in the subject since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- All pupils, regardless of their ability, achieve well and standards are above those expected by the end of Year 6
- The quality of teaching and learning is good
- There is good use of ICT in other subjects
- The leadership and management of the subject are very good
- Assessment of pupils' progress and achievement is good
- The resources for the subject are very good and are used very effectively by teachers and support staff.

### **Commentary**

- 56 The achievement of all pupils throughout the school is good and standards by the end of Years 2 and 6 are above the national expectation. Improvement since the previous inspection has been very good. The school has improved provision for all pupils and on the satisfactory standards reported at the time of the previous inspection.
- 57 As pupils progress through the school, teachers ensure that a secure skills base is established for all pupils. The curriculum is very well designed so that knowledge and understanding are developed in a progressive way. Pupils in Years 1 and 2 already have good routine skills in manipulating computers. They use a 'mouse' and the keyboard efficiently to locate the cursor, delete text and insert edited text when editing on screen. By Year 6, pupils competently prepare a program which will control lights using a light sensor. They blend sound and pictures, effectively linked by graphics and text. Pupils are able to

evaluate their own work to good effect and critically edit their presentations. They use ICT well to organise, improve and present information for specific purposes and audiences in various forms and styles. The majority of pupils work confidently at levels above those that are expected for their age.

- 58 Good standards result from consistently good teaching. Teachers have high expectations of pupils' work and give them the opportunity to make choices and develop their own style of presentation. Pupils respond to high expectations with high levels of confidence and seek improvement in their work. Tasks are challenging and interesting and promote very positive attitudes and very good behaviour. Lessons are well planned to ensure that explanations are clear and brief and give pupils confidence, yet leave a good period of time in which pupils can practise and develop their skills. Assessment procedures are good and the 'Skills for Life' passport provides useful evidence about what pupils can and can not do.
- 59 The very good leadership given by the subject leader has been particularly effective in raising the confidence of teachers and pupils alike. A well skilled and knowledgeable teacher, she has managed development well. She has ensured that all teachers have had training in using the high quality resources, including the new computer suite. She has made sure that equipment is up to date and maintained well. This enables pupils to continue work started in the suite, allowing them especially to practise and develop their skills at other times of the week.

### Information and communication technology across the curriculum

- 60 Information and communication technology is used as an effective tool to support learning across the curriculum. Pupils use their skills well to support learning in other subjects, such as English, mathematics, science, art and design and history. Pupils use word processing skills to consolidate editing skills and improve their knowledge and understanding of punctuation for example. Mathematics programs reinforce number skills well. Using databases to research information is common practice, for example, in history, geography and science. Pupils confidently download pictures and sounds to support their work.

### HUMANITIES

- 61 Work was sampled in **history** and **geography** as only one lesson was seen in history and two in geography. It is not possible, therefore, to make an overall judgement about provision in these subjects. However, evidence from pupils' work and from discussions with them enables secure judgements to be made about standards and achievement in both subjects.
- 62 In **history**, standards are above those expected for their age by Years 2 and 6 and achievement is good. Pupils talk very enthusiastically about their work because it is interesting and fun. Year 2 pupils have a good understanding of events and people in the past and make comparisons between every day life, then and now. By Year 6 pupils have a good knowledge of different periods of history. In a very good lesson, the very effective use of artefacts and source materials and lively, engaging teaching stimulated pupils' interest and curiosity very well. It fostered collaborative learning very effectively and developed historical enquiry skills very well as pupils investigated aspects of life in Britain in the 1950's. This, together with the very good links to literacy, developed good levels of empathy with the people and events of this period of history.
- 63 In **geography**, standards match those expected for pupils by Years 2 and 6 and achievement is satisfactory. Year 2 pupils use simple mapping skills appropriately and compare and contrast their own locality with that of an island environment. By Year 6 pupils have a secure knowledge of their own locality, through their study of the River Humber and of countries and environments in various parts of the world. They can explain environmental change, and understand the way that rivers can shape the landscape.



- 64 Leadership and management of both subjects are good. The subject leaders are aware of the strengths and areas for development and have clear action plans in place to develop their subjects further. Monitoring of teaching and learning and assessment procedures are satisfactory and information gathered is used appropriately to inform future planning. However, teachers' written marking does not clearly identify how well pupils have achieved or what they need to do to improve their work. Resources are good and, together with visits out of school and visitors to the school, effectively enhance and enrich the curriculum. Both subjects make a positive contribution to pupils' spiritual, moral, social and cultural development.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**

### Main strengths and weaknesses

- Standards are at the expected levels for pupils' ages by Years 2 and 6 and achievement is satisfactory
- Pupils have very good attitudes to the subject and behave very well
- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development
- Teachers' written marking rarely identifies what pupils need to do to improve

### Commentary

- 65 Standards, achievement and the quality of teaching are satisfactory throughout the school. Teachers' planning shows that an appropriate range of topics has been covered and visits out of school, such as to the local churches, satisfactorily enhance curricular provision. However, discussions with pupils show that some aspects of the topics studied have not been covered in sufficient detail and this has a negative effect on the standards achieved. This is confirmed in an examination of work in pupils' books. Overall, improvement since the last inspection has been satisfactory.
- 66 Teachers build satisfactorily on pupils' previous learning and most use appropriate questioning to challenge pupils' thinking as, for example, they clearly articulate their thoughts, feelings and opinions when comparing rituals and beliefs of different faiths. By Year 6 pupils are developing an appropriate sense of spiritual awareness as they discuss how the beliefs of significant individuals such as Martin Luther King have an effect on the lives of others. Most pupils have very good attitudes to their work and behave very well because they are well managed. They enjoy researching information using non-fiction books and the Internet, but there are limited opportunities for Year 6 pupils to use their language and literacy skills when recording their work. Resources are very good and used well to enhance learning. For example, Year 3 pupils showed good levels of interest and curiosity when looking at a large church and family bibles, whilst work in the school's conservation area effectively reinforces pupils' understanding and appreciation of the natural environment as a special place.
- 67 Leadership is good and management is satisfactory. The subject leaders check appropriately on the quality of teaching and learning and the tracking of pupils' progress throughout the school. However, the information gathered is not used well enough to inform future planning in order to raise standards and pupils' achievement. Teachers' written marking does not clearly identify what pupils have done well and what they need to do to improve their work. Overall the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 68 No lessons were seen in design and technology. Only one lesson was seen in physical education and only one lesson was seen in music. It is not therefore possible to make a firm judgement about provision, standards, achievement or teaching and learning in these subjects.
- 69 There is a good variety of work in **design and technology**. Pupils follow the nationally recommended programme of work so that learning is continuous throughout the school. The range of pupils' work on display and around the school include pottery in the style of Clarice Cliff and a variety of masks and hanging planters as well as designing and making slippers. This work is of high quality and is presented well. Effective links are made with other subjects and there is appropriate coverage of the recommended study units.
- 70 In **music**, the peripatetic music teachers make a good contribution to developing pupils' knowledge and skills. Additional clubs and tuition are provided for the pupils in the orchestra, choir and with recorders. The subject leader is encouraging, enthusiastic and has good subject knowledge. Pupils comment that they enjoy music and they have good opportunities to perform in assemblies and concerts. Good opportunities in assemblies for pupils to listen to various musicians and to sing together have a positive effect on the very good ethos of the school.
- 71 The school values **physical education** highly and has recently reorganised the school timetable to allocate more time to this subject. Pupils respond enthusiastically to the good range of physical challenge that the school offers and develop a good sense of team spirit and fair play that is central to the school's ethos. Teachers dress appropriately for physical activities providing very good role models for their pupils and they have high expectations with regard to safety issues. The school provides a good range of extra curricular sporting activities, which contribute effectively to the personal and social education of the pupils'.

## ART AND DESIGN

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

### Main strengths and weaknesses

- Standards are above age related expectations by Year 6
- Teaching and learning are good resulting in pupils' good achievement
- Leadership and management are good
- There are good opportunities for curriculum enrichment

### Commentary

- 72 Pupils' attainment and achievement are good because of the good quality of teaching and learning. Teachers give clear explanations and good demonstrations of techniques and processes appropriate to each stage of the learning process. Good opportunities are given for pupils to create their own art and design work as well as carrying out written, oral and research tasks. The curriculum is broad and there is a good balance of art, craft and design activities. The programme clearly builds upon previous work and takes good account of previous achievement. The learning environment stimulates and supports visual investigation and provides for the safe development of practical skills. The scrutiny of pupils' work shows pupils' good skills in working with a wide range of different materials.
- 73 There is good leadership and management by the subject leader. She has a clear view of the strengths and weaknesses and provides detailed monitoring and evaluation reports. There is a good audit and action plan in place for future developments. Resources are good and used well by staff. It is evident from the displays that art and design effectively enhances the school environment and that the pupils' abilities to draw and paint are well developed. Year 1

pupils studying Van Gogh, followed careful instructions by the teacher to produce some effective 'Sunflower' paintings. The school makes effective use of visiting artists; a local potter regularly visits the school to work alongside the pupils. More recently an artist worked alongside Year 3 pupils, making mosaics to go into the local church. Year 6 pupils are skilled at pencil drawings and some very good examples of 'still life' have been produced. There are effective links made with other National Curriculum subjects.

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

- 74 There was not enough evidence to report in full on **personal, social and health education**, but work was sampled. The school ethos places a high priority on the views of pupils both formally through the school council, but more informally in the day-to-day relationships between staff and pupils. Lessons to promote awareness of self and how to deal with emotional turmoil are planned regularly. For example, Year 6 pupils were allowed to voice their thoughts and feelings about transferring to the local secondary school whilst Year 1 pupils were encouraged to think about health and safety issues in the home environment. Pupils are encouraged to feel positive about themselves, to be actively involved in the life of the school and the wider community, and to make wise choices about developing a healthy and safe lifestyle. Leadership and management are very good and pupils' personal development needs have been successfully identified. Teachers have a pleasant, warm manner and relate very well to the pupils. They ensure that pupils at all levels of attainment are fully involved and contribute to discussions. The school council makes a positive contribution to the life in school. Pupils discuss sensibly the views brought to them by others in their classes. In this way the whole pupil population has a voice in school development. The newly designed curriculum timetable is a direct response to both staff and pupils' concerns about mornings in school being mainly devoted to literacy and numeracy. The attention to this area of the curriculum is effectively captured by the headteacher, through his own active involvement in the personal development of all pupils.

## PART D: MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

|                                                                      |          |
|----------------------------------------------------------------------|----------|
| <b>The overall effectiveness of the school</b>                       | <b>2</b> |
| How inclusive the school is                                          | 2        |
| How the school's effectiveness has changed since its last inspection | 2        |
| Value for money provided by the school                               | 3        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>3</b> |
| Pupils' achievement               | 3        |

|                                                               |          |
|---------------------------------------------------------------|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>2</b> |
| Attendance                                                    | 4        |
| Attitudes                                                     | 2        |
| Behaviour, including the extent of exclusions                 | 2        |
| Pupils' spiritual, moral, social and cultural development     | 3        |

|                                                                  |          |
|------------------------------------------------------------------|----------|
| <b>The quality of education provided by the school</b>           | <b>3</b> |
| The quality of teaching                                          | 3        |
| How well pupils learn                                            | 3        |
| The quality of assessment                                        | 3        |
| How well the curriculum meets pupils needs                       | 3        |
| Enrichment of the curriculum, including out-of-school activities | 3        |
| Accommodation and resources                                      | 3        |
| Pupils' care, welfare, health and safety                         | 2        |
| Support, advice and guidance for pupils                          | 3        |
| How well the school seeks and acts on pupils' views              | 2        |
| The effectiveness of the school's links with parents             | 2        |
| The quality of the school's links with the community             | 2        |
| The school's links with other schools and colleges               | 2        |

|                                                    |          |
|----------------------------------------------------|----------|
| <b>The leadership and management of the school</b> | <b>2</b> |
| The governance of the school                       | 3        |
| The leadership of the headteacher                  | 2        |
| The leadership of other key staff                  | 3        |
| The effectiveness of management                    | 2        |

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