

INSPECTION REPORT

Biggin Hill Primary School
Hull

LEA area: Kingston-upon-Hull

Unique Reference Number: 117901

Inspection Number: 188732

Headteacher: Mr J Harrison

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 8th - 12th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Biggin Avenue Bransholme Hull HU7 4RL
Telephone number:	(01482) 825377
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Haughey
Date of previous inspection:	May, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr A J Dobell, RgI	Music Physical education	Attainment and progress Teaching
Mr S Hussain, Lay Inspector	Equal opportunities	Leadership and management The efficiency of the school Attitudes, behaviour and personal development Attendance Support, guidance, and pupils' welfare Partnership with parents and the community
Mr N Bertram	Mathematics Information technology Geography	Pupils' spiritual, moral, social and cultural development
Mrs D Crow	Religious education Areas of learning for children under the age of five Science	Staffing, accommodation and learning resources
Mrs D J Franklin	Design and technology Special educational needs English Art History	The curriculum and assessment

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MAIN FINDINGS

What the school does well

- The provision for children under the age of five and for pupils with special educational needs is very good.
- Pupils' attitudes and personal development are good.
- Relationships are good throughout the school.
- The quality of teaching in the school is good, overall.
- The school's curriculum is of good quality, and good systems for assessing the progress that pupils make are in place.
- The support and guidance that pupils receive from all adults in the school is very good.
- Partnerships with parents and the community are very good and the school provides very good information for parents.
- The headteacher provides outstanding leadership and is very ably supported by his deputy and the senior management team: all adults in the school give him good support in the education of the pupils.

Where the school has weaknesses

- I. Attainment in language and literacy is well below that found nationally and hinders progress in other subjects.

In addition to this major weakness:

- equality of access to the National Curriculum and religious education for a significant minority of pupils is being affected by withdrawal from lessons for additional work in basic skills and language development;
- pupils' cultural development and, especially, their understanding of multi-cultural issues are unsatisfactory.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

§ How the school has improved since the last inspection

Since the last inspection, the quality of teaching has improved and is now more consistent; unsatisfactory teaching has been virtually eliminated. Teaching is now good, overall. Attainment in reading, writing and mathematics has improved, but remains below national averages. However, the trend is clearly one of improvement and the school is participating in a number of initiatives which are reinforcing this improvement. Attainment in information technology remains well below the national expectation. However, the newly equipped computer suite and the policy and scheme of work now in place, together with staff development to improve expertise, have put the school in a position to raise standards significantly. Assessment of pupils' work is now regular and thorough. It contributes well to guiding teachers' planning and to promoting progress for individual pupils. Classroom tasks now match pupils' needs more effectively. Pupils have a good understanding of what is expected of them and are well supported by all adults working with them. The role of subject co-ordinators has been developed

and they monitor planning in their subject. The school does not consider that the co-ordinators have all had the necessary professional development to monitor the quality of teaching and learning in their subjects by classroom observation. This monitoring is undertaken by the headteacher, his deputy and the senior management team. Overall, the school's rate of improvement since the last inspection has been good and it is in a good position to continue to improve.

§ Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	§	Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	E	D	<i>average</i>	<i>C</i>
Mathematics	D	B	<i>below average</i>	<i>D</i>
Science	D	B	<i>well below average</i>	<i>E</i>

The school's performance in the 1999 National Curriculum tests at the end of Key Stage 2 was a significant improvement on 1998. In 1998, the school's results were well below the national average in English, mathematics and science: in 1999, while remaining below the national average, there was a significant improvement in all three subjects. When compared to schools which draw their pupils from similar backgrounds, the school's attainment is below average in English, but above average in mathematics and science.

At the end of Key Stage 1 in 1999, the school's results in the National Curriculum tests had improved slightly on those of 1998 in reading and writing, but worsened slightly in mathematics. They are well below the national average in each of these subjects and below the averages for these subjects in similar schools.

Children under the age of five make good progress, overall, particularly in the area of personal and social development and very good progress in the Nursery. However, their skills in language and literacy are still well below average when they begin work on the National Curriculum. Pupils with special educational needs make good progress throughout the school, as a result of the very good provision made for them. Progress in information technology is now good, although attainment remains unsatisfactory. Progress in religious education and in the foundation subjects of design and technology, geography, history, music, and physical education is satisfactory. In art, progress is good.

§ **Quality of teaching**

§ Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching has improved since the last inspection and unsatisfactory teaching has been virtually eliminated. Overall, teaching for children under the age of five is good. Teaching in Key Stage 1 is satisfactory and, in Key Stage 2, teaching is good in the core subjects of English, mathematics and science, and satisfactory elsewhere. Teaching is strong at the end of Key Stage 2. Teaching was unsatisfactory in only one percent of the lessons observed during the inspection.

In most subjects, teachers have good subject knowledge and understanding and curriculum planning is good. In the best lessons, high expectations demand that pupils give of their best and think their ideas through so that they extend and reinforce their knowledge, skills and understanding. Management of pupils is good overall, and teachers deal sensitively and, mostly, successfully, with behaviour issues. Homework is not used consistently across the key stages, but, overall, makes a positive contribution to attainment and progress.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses

§ **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour is satisfactory, overall: the maintenance of satisfactory behaviour often requires considerable effort from teachers.
Attendance	Attendance is slightly worse than the national average: overall, it is satisfactory for the large majority of pupils: punctuality is good.
Ethos*	The school's ethos is very good: the school is committed to providing high standards for its pupils and it provides a secure and stimulating learning environment in which all pupils feel valued.
Leadership and management	The headteacher provides outstanding leadership, very ably supported by his deputy and the senior management team. The governing body is effective and is developing its role.
Curriculum	The school's curriculum is broad, balanced and relevant to the pupils' needs. It meets statutory requirements, although the amount of time given to science and religious education is below average. Curriculum planning is good. However, withdrawal from lessons for different purposes is affecting some pupils' equality of access to the curriculum.
Pupils with special educational needs	The school makes very good provision for pupils with special educational needs; as a result, they make good progress.
Spiritual, moral, social and cultural development	There is satisfactory provision for pupils' spiritual and social development: provision for moral development is good, but provision for cultural development, and pupils' knowledge of major world cultures, are unsatisfactory.
Staffing, resources and accommodation	There are sufficient qualified and appropriately experienced teachers to teach the National Curriculum and religious education. The provision of support staff is very good. Resources for learning are adequate, overall. The accommodation is generous for the school's current numbers, but the external fabric of the building is in poor condition.
Value for money	The school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

§ **The parents' views of the school**

What most parents like about the school

- Parents find the school approachable.
- Parents are well informed about their children's progress.
- Parents are happy with attainment and progress.
- Homework is valued.
- Parents feel welcome in the school and a few help regularly.
- Children respect the headteacher and staff.
- Information for parents is good.
- The school is very caring.
- Bullying is quickly and effectively dealt with.
- Children enjoy school.

§ **What some parents are not happy about**

- discussion during problem had been

The inspection agrees with most of the positive comments. There was no evidence of bullying during the inspection. The inspection judgements on attainment and progress are dealt with fully elsewhere in the report.

KEY ISSUES FOR ACTION

In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:

- improve attainment in language and literacy by:
 - providing regular and frequent opportunities for all pupils to speak in a range of contexts, so as to improve their ability to express themselves;
 - develop systematically pupils' abilities to understand writing in different forms so that they are able to develop their learning in subjects across the curriculum;
 - track regularly and systematically pupils' progress in reading and provide a range of challenging texts which are appropriate for age as well as ability;
 - ensure that pupils develop the skill of reading with critical understanding;
 - continue to use opportunities for extended writing with a view to developing grammatical accuracy and richness of expression;
 - provide opportunities for pupils to plan their own work and select the resources that they will need in order to develop the skills of independent study (see paragraphs 10, 11, 12, 13, 93, 96, 101, 107, 113, 129, 151).

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

- to ensure that equality of access to the curriculum is maintained where there is a need for withdrawal from lessons for particular purposes (see paragraphs 46, 47, 138, 167);
- to improve the provision for pupils' cultural development, paying particular regard to multi-cultural issues (see paragraphs 57, 94, 176).

INTRODUCTION

Characteristics of the school

1. Biggin Hill Primary School serves the area of South Bransholme, a very large council estate in the east of the local education authority of Kingston-upon-Hull. The school provides education for pupils between the ages of three and eleven. Some 20 percent of the school's pupils are from outside the catchment area and come to the school because their parents choose it. The school's buildings date from 1973 and provide generous accommodation for the current number of pupils.
2. There are 388 pupils on roll and, in addition, 90 children attend the Nursery, the large majority on a part-time basis. This gives a full-time equivalent roll for the school of 440. In the main school, the number of boys exceeds the number of girls (54 percent to 46 percent). There are 153 pupils on the school's register of special educational needs and, of these, five pupils have statements of special educational needs. This means that 39 percent of the school's pupils are on the special needs register which is well above the average for schools of this type. Just over 200 pupils are eligible for free school meals which, again, at 54 percent, is well above the national average. The level of attainment on entry to the Nursery is well below the national expectation, particularly in language and literacy and in personal and social development. The level of unemployment in the catchment area is well above the national average.
3. Children are admitted to the Nursery after their third birthday. They are placed on a waiting list and admitted in order as vacancies arise. Children are offered the opportunity for full-time experience during the term before they enter the Reception classes. They move into these classes at the beginning of the term in which they are five. The school places considerable emphasis on making the introduction to education a positive experience for all children and equal care is taken over the transition from the Nursery to the Reception classes.
4. The school's vision is to raise its pupils' self esteem and expectations by providing a wide range of opportunities which will enable them to make wise choices in their lives and then follow them through with determination and commitment. To this end, the school seeks to build strong links with parents and the community so as to develop a network of support for its pupils. The staff and governors aim to create a friendly and supportive learning environment in which all pupils feel secure and valued, but in which all pupils appreciate the need for individual effort. The headteacher and staff aim to provide a curriculum which is rich and relevant, which stresses the key skills of literacy and numeracy and also the increasingly important need for competence in information technology. The school believes that the curriculum should enable all pupils to achieve their potential academically, while also developing them into responsible members of society. A major strategy is to develop in all pupils a natural courtesy and helpfulness to others, so as to create a peaceful and purposeful community.

5. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	42	26	68

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	28	26	31
	Girls	19	21	20
	Total	47	47	51
Percentage at NC Level 2 or above	School	65(56)	69(63)	75(92)
	National	82(80)	83(80)	87(84)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	28	30	29
	Girls	20	20	18
	Total	48	50	47
Percentage at NC Level 2 or above	School	71(56)	73(88)	69(66)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2²

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

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	21	26
	Girls	16	16	22
	Total	27	37	46
Percentage at NC Level 4 or above	School	44(21)	61(21)	75(53)
	National	70(65)	69(59)	78(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	18	23
	Girls	15	15	20
	Total	27	33	41
Percentage at NC Level 4 or above	School	44(40)	54(40)	67(57)
	National	68(65)	69(68)	75(72)

.....
1 Percentages in parentheses refer to the year before the latest reporting year

2 Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.7
	Absence	National comparative data	5.7
	Unauthorised	School	1.3
	Absence	National comparative data	0.5

1

1 Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	0

1 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	14
	Satisfactory or better	99
	Less than satisfactory	1

1

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the 1999 National Curriculum tests at the end of Key Stage 1, the school's results in reading, writing and mathematics were well below the national average. They were below, but not well below, the averages attained by schools which draw their pupils from similar backgrounds. In reading and writing, the results were an improvement on those attained in 1998, but, in mathematics, the result was worse.
2. In the National Curriculum test results at the end of Key Stage 2 in 1999, the school's performance was well below the national average in English and below, but not well below, the national average in mathematics and science. In comparison with similar schools, the results in English were below the average and above the average in mathematics and science. In 1999, the results in all three subjects were a marked improvement on 1998.
3. Fewer pupils than average attained the higher than average level 3 at Key Stage 1 and level 5 at Key Stage 2 in all subjects, except mathematics at Key Stage 1, where the percentage of pupils attaining level 3 matches the national average. This is above the average attaining level 3 in similar schools. The percentage attaining level 5 in science is well above the average for similar schools.
4. Results over time have been erratic. At Key Stage 1, results in reading and writing worsened between 1996 and 1997 and then improved between 1997 and 1998. There was a further improvement between 1998 and 1999. In mathematics, results improved steadily between 1996 and 1998, but then worsened in 1999. At Key Stage 2, results in English worsened between 1996 and 1998 and then improved significantly between 1998 and 1999. In mathematics, results improved between 1996 and 1997, worsened between 1997 and 1998, and then improved markedly in 1999. In science, there was a marginal improvement between 1996 and 1998, and then a major improvement in 1999. However, overall, the trend is one of improvement in attainment. There are no significant differences in the attainment of boys and girls.

Children under the age of five

5. The levels of attainment of children entering the Nursery are, on average, far lower than would be expected nationally. Many children have poorly developed language skills. They make good progress, overall, especially in personal and social development, but, on beginning their work on Key Stage 1 of the National Curriculum, they are still well below the expected level in language and literacy and below the expected level in mathematics and in their knowledge and understanding of the world. They attain the expected levels in personal and social development, physical development, and creative development. Children with special educational needs are identified early and are effectively supported so that they make good progress.

English

6. Pupils' listening skills develop more quickly than their speaking skills. The ability to speak clearly and with good expression and a varied vocabulary is very slow to develop. Even by the end of Key Stage 2, many pupils find it difficult to express their views clearly and to adapt their tone, pace, and style to different situations.
7. Attainment in reading is below the national average at the end of both Key Stage 1 and Key Stage 2. Pupils are slow to acquire strategies for reading unfamiliar words. By the end of Key Stage 2, the range of their reading is restricted, so that most pupils do not develop a richness of vocabulary and expression.
8. In writing, too, attainment is below the national average at the end of both key stages. In Key Stage 1, spelling is inconsistent and limited vocabulary hinders the ability of pupils to write imaginatively. Accuracy in spelling remains below average at the end of Key Stage 2. While many pupils use punctuation accurately and write in a neat, joined script, richness of vocabulary and an ability to adapt writing styles to different situations are below average.

Mathematics

9. Attainment in mathematics has improved since the last inspection, but, in 1999, was still well below the national average at Key Stage 1 and below the national average at Key Stage 2. The daily practice of mental mathematics, as part of the National Numeracy Strategy, is sharpening pupils' responses and making their understanding of mathematics more secure. As a result, standards in numeracy are improving. Pupils make satisfactory progress in mathematics in both key stages, because their knowledge, skills and understanding are built up systematically. However, their lack of language skills makes it difficult for many pupils to fully understand what they are being asked to do and what they have done.

Science

10. Attainment in science is well below the national expectation at the end of Key Stage 1 and below the national average at the end of Key Stage 2. However, at Key Stage 2, attainment is improving significantly, as is evidenced by the increased percentage of pupils attaining the higher level 5. There is no evidence that pupils have the opportunity to devise and conduct their own experiments, as opposed to those devised by the teacher. Again, they find it difficult to express what they understand so that they have problems in recording the results of their work.

Information technology

11. The school's provision for information technology has improved significantly since the last inspection. As a result, pupils are now making good progress in Key Stage 1 and Key Stage 2. However, since the school is starting from low levels of attainment because of the inferior quality and quantity of the equipment until recently, attainment is still below national expectations at the end of each key stage. The good progress is a recent development, and results from the improvements in equipment and in the teachers' understanding and confidence.

Religious education

12. Attainment at the end of both key stages is in line with what would be expected for pupils following the locally agreed syllabus and pupils make sound progress across the school.

Other subjects

13. Progress in the foundation subjects of design and technology, geography, history, music, and physical education is in line with that which would be expected for pupils in each key stage. Progress in art is above what would be expected and this is an improvement since the last inspection. Pupils' difficulties with language and literacy affect their progress in most subjects because of their problems in expressing what they know and understand, both orally and in writing. These difficulties stay with most pupils until the later years of Key Stage 2 and affect many pupils for the whole of their time in the school.

Progress

14. Children under the age of five make good progress. This results from the considerable efforts made by staff to give the children wide and varied opportunities to develop their skills and understanding, particularly in language and literacy, mathematics and personal and social development.
15. In Key Stage 1 and Key Stage 2, pupils make sound progress, overall, but the rate of progress is insufficient for them to attain national standards in English, mathematics and science, because of their low starting point. However, the rate of progress is improving and standards of attainment are rising. The rate of progress improved markedly in 1998-1999 and is beginning to result in improved standards of attainment at the end of Key Stages 1 and 2. Initiatives such as the 'Children's University' and booster classes for year 6 pupils are improving progress. The much larger than average percentage of pupils on the school's register of special educational needs is a factor in depressing attainment at the end of each key stage.
16. Pupils are well known to their teachers and this good knowledge promotes progress. A range of assessment processes are in place and systems are being developed to track the progress of individual pupils. These systems will put the school in a strong position to be able to promote progress for individual pupils. The setting of targets is improving progress, but, with the exception of writing, these are group targets as opposed to individual targets. The school is on course to make effective use of assessment procedures to promote progress.
17. When progress is good, pupils are clear as to what they are to learn in the lesson and the work that is set challenges them to think their ideas through and give of their best. For example, in a Year 6 English lesson, searching questioning resulted in pupils clarifying their ideas on prefixes and suffixes. In a Year 4 mathematics lesson, the expectation of rapid and accurate answers resulted in a clear understanding of multiplication by ten and a hundred. In a Year 2 English lesson, very good progress was being made in the spelling of new high frequency words as a result of the techniques introduced by the teacher and the clear instructions for writing the words for a range of purposes. In the Nursery, very good progress was made in understanding the concept of two halves, because of the very well planned activities and clarity of explanation. In all of these examples, there were high expectations for pupils' behaviour and effort and pupils' contributions and answers were valued. Where progress is less good, teachers' expectations are insufficiently demanding and the tasks provided are less interesting and challenging.

Special educational needs

18. There are 153 pupils on the school's register of special educational needs. This is 39 percent of the school's roll and is well above the national average. Five of these pupils have a statement of special educational needs, which is average for schools of this type.
19. Pupils with special educational needs make good progress. The provision that the school makes for them is very good and they are given a very good level of adult support. This enhances the good progress that they make. Their individual education plans have clear and realistic targets which enable them to make good progress. When progress was unsatisfactory in one lesson, this was the result of inappropriate teaching strategies.

24. **Attitudes, behaviour and personal development**

20. Pupils' attitudes to learning are good. They co-operate well with teachers and the large majority of the pupils are eager to please their teachers. They show high levels of interest and enjoyment in their work and persevere with tasks. They show pride in their work. Most pupils are keen to answer questions and participate fully in their lessons. A good example of this was seen in a library lesson where Year 6 pupils answered questions enthusiastically about classifying books. Pupils listen well and concentrate for sustained periods. From a low starting point, the under-fives are developing good and positive habits in their learning. They show good attitudes to learning and behave well. They share role-play areas and equipment with good consideration for each other and generally play and work well together. They are developing good personal and social skills. Pupils with special educational needs respond well to the support they receive. They have good relationships with other pupils and with the support staff with whom they work. This contributes positively to the good progress that they make.
21. Behaviour is satisfactory overall. It is good at times, but effective control generally requires considerable efforts from teachers. The occasional poor behaviour is sensitively and effectively dealt with by the school. When behaviour is good in lessons it makes a considerable contribution to pupils' progress. Behaviour at play and lunchtimes is generally satisfactory. The great majority of pupils are welcoming, well mannered and helpful towards others. Pupils are well aware of the school's code of conduct and the consequences of poor behaviour. The school resorts to exclusion only as a last resort when all else fails. There were three temporary periods of exclusion in the last school year.
22. Relationships are good. Pupils relate well to each other, showing respect for others' feelings, values and contributions in lessons. Members of staff positively encourage pupils to think of and care for others. Pupils work well collaboratively when required. For example, Reception class children were seen to work in pairs as they examined the textures of objects in a lesson, to increase their knowledge and understanding of the world. Relationships between staff and pupils are also good. The large majority of pupils respect staff and have the confidence to talk to them about their worries and concerns.
23. Personal development is good. It has improved significantly since the last inspection. This makes a positive impact on pupils' attainment and progress. Values of trust, honesty and hard work are well promoted by the school. Pupils accept responsibility very well and show pride when they act as monitors for various tasks. A very good example was seen in the Nursery where several children were responsible for making sure that lines of children were straight at the end of morning play. Other examples include selling poppies for the school and helping at the Breakfast Club. The school has made good progress since the last inspection in giving responsibilities widely across all year groups. There are occasional opportunities for pupils to work independently, but

these are not widespread. The recently increased information technology facilities should provide more structured opportunities in the future for pupils to develop their independence in learning. Some pupils lack confidence when speaking to adults and visitors. The school recognises this and is in the process of developing strategies to provide more opportunities for speaking, with the intention of developing more confidence and expertise in these pupils.

24. Pupils make a very good contribution to the community. For example, they collect and distribute harvest gifts for the elderly each year. They also raise considerable sums of money for charities and good causes. Clearly, pupils care for their community and show concern for those less fortunate than themselves. This promotes their personal development effectively.
25. Pupils are trustworthy and care well for property. They respect their own property and that of others. They share equipment and resources sensibly in lessons. The school has successfully maintained the good quality of pupils' attitudes and relationships since the last inspection and improved the personal development of pupils.

30.

Attendance

26. Attendance is satisfactory, overall. The attendance rate is better than the national benchmark of 90 percent. This makes a positive impact on pupils' progress and continuity in learning. However, the school recognises that both authorised absence and unauthorised absence are slightly above the national averages for this type of school and strategies are in place to address this. A high proportion of parents report that their children enjoy attending the school. Punctuality is good and lessons start and finish on time. Registration procedures are efficient and conform to local requirements. Teachers complete registers at the beginning of both morning and afternoon sessions and the procedure is carried out quickly so as not to waste time.
27. The school has maintained a similar rate of attendance to that of the last inspection. The school has also introduced more rigorous procedures to follow up absences.

QUALITY OF EDUCATION PROVIDED

Teaching

28. The quality of teaching has improved significantly since the last inspection and is now more consistent across the key stages. Teaching is good, overall. Out of nearly one hundred lessons observed, in only one was the quality of teaching judged to be unsatisfactory and this was because the tasks set were inappropriate for the class. Just over half the lessons were satisfactory, about one third were good, just over one lesson in ten was very good and one lesson was judged to be excellent.
29. Teaching for children under the age of five is good, overall. Over one third of the lessons were very good or excellent, a quarter were good and just over one third were satisfactory. Teachers have a good understanding of how young children learn and carefully plan the programme of activities to ensure that the six areas of learning are well covered. They give priority to personal and social development and the development of language and numeracy skills. Their knowledge and understanding of the areas of learning for children under the age of five are good.

30. In the main school, teaching in Key Stage 1 is satisfactory, overall, while in Key Stage 2, teaching is good overall, and particularly strong in the older years. In Key Stage 1, just over one third of the teaching was good or very good, some 60 percent is satisfactory and one lesson was unsatisfactory. In Key Stage 2, just under a half is good or very good and the rest is satisfactory. In Key Stage 2, teaching is strong in the core subjects of English, mathematics and science. Subject knowledge and understanding are good, overall.
31. The main reasons for the improvement in teaching across the school are the introduction of the National Literacy Strategy and National Numeracy Strategy, the good quality of professional development for teachers, for example, in information technology and the good quality of curriculum planning. Not least is the hard work and commitment of staff to ensure that all pupils do well. All these factors are contributing to the gradual improvement in levels of pupils' attainment.
32. Very good teaching is characterised by high expectations of pupils' behaviour and concentration. Good questioning reinforces and extends pupils' understanding and requires them to think their ideas through. Class control is secure and fruitful use is made of good relationships to make learning rigorous and enjoyable. Good learning resources are used effectively and lessons have appropriate pace. Activities are suitable and relevant and pupils are consistently challenged. For example, in a Year 6 English lesson, the teacher was supportive, but did not help too much, so that the pupils developed their own learning skills. Praise is used realistically to raise pupils' self esteem.
33. In the satisfactory lessons, strengths outweigh weaknesses. However, the weaknesses include less clear explanations so that pupils are unsure what is expected of them, insecure class control, so that the pace of the lesson is slowed in order to maintain discipline and less effective development of pupils' self esteem through praise. Support staff are not used as efficiently as would be expected. For example, in one Key Stage 1 mathematics lesson, the only contribution made by the classroom assistant was to pass a piece of blue tack to the teacher.
34. Teaching for pupils with special educational needs is good. Teachers liaise closely with the special educational needs co-ordinator to plan tasks that match their pupils' needs. Classroom assistants are fully and effectively involved in planning and use the detailed programmes of work very well to support both individuals and groups of pupils, so that they make good progress. The classroom assistants feel valued and are fully committed to their work. Teaching by local authority visiting support teachers is satisfactory overall, but varies from good to unsatisfactory. Where it was good, the activities planned linked closely to those planned in the Literacy Hour and met pupils' particular needs as identified on their individual education plans. Where teaching was unsatisfactory, the lesson planning was misinterpreted, and the activities did not meet the needs of the pupils in the group.
35. Pupils' work is regularly marked and there are many examples of effective supportive comments, which make clear to pupils how they can make further progress. However, this is not consistent across the key stages. Homework is set regularly and is effective in raising pupils' attainment. Parents appreciate the contribution that it makes to their children's progress.
36. The report from the last inspection identified one key issue to be addressed in the area of teaching. This was to raise the quality of teaching to enable pupils to use and apply knowledge and skills with greater understanding and purpose. The report of a visit by Her Majesty's Inspectors, in

November 1997, concluded that progress in addressing this key issue was unsatisfactory. Since then, progress has improved and is now satisfactory. Consultants from outside the school have supported staff training and teaching and learning have been monitored by senior management. Lesson planning has been improved so that the objectives for learning in each lesson are now clearer. However, while the quality of teaching is now satisfactory in this regard, the pupils' under-developed skills in language and literacy continue to hinder their ability to work independently and to use and apply their knowledge with greater understanding and purpose.

37. There has been good progress in the quality of teaching since the last inspection and, across the school overall, the quality of teaching is now good, and secure in the core subjects of English, mathematics and science.

42. **The curriculum and assessment**

38. The school's curriculum is good. It is broad, balanced and relevant and successfully promotes pupils' intellectual, physical and personal development. There have been good improvements in the areas of curriculum and assessment since the last inspection. The curriculum meets statutory requirements in all areas of the National Curriculum and religious education. Provision for information technology, whilst being good now, has not yet been fully exploited so as to improve standards of attainment. The school has good provision for health education, including drugs misuse and sex education. Although the teaching time allocated, overall, is about average, the percentage of teaching time for science and religious education is below average. The school has plans to address this issue in the near future. From time to time, the curriculum is appropriately enhanced by special events such as industry days. The good curricular provision is gradually improving standards of attainment and increasing the rate of progress made by pupils across the key stages.

39. The curriculum for children under the age of five is very well planned. They have a wide range of activities giving them experience in the six areas of learning and, as a result, make good progress.

40. Since the last inspection, the school has satisfactorily addressed the weaknesses in investigation work in mathematics and in information technology identified in that report. The school has recently established a computer suite and is organising the timetable to ensure that all pupils have access to the room on a regular basis. The school has successfully introduced the National Literacy Strategy and teachers are confident in using its methods. The introduction of the National Numeracy Strategy has addressed the issue of a lack of investigations in mathematics. The school has recently introduced extended writing sessions for pupils in Key Stage 1 and Key Stage 2 in order to improve standards in writing. It is too early to judge the effectiveness of this initiative. Additional support through a range of government initiatives is also contributing well to the school's aim of raising standards. These initiatives include additional literacy support, basic skills support and additional support in school from the local education authority's literacy and numeracy consultants. Booster classes are planned for pupils in Year 6 following the success of last year's provision. There is also a termly 'Children's University' session after school, when pupils in Year 6 have the opportunity to follow a module of 4 weeks work which aims to raise individual attainment in literacy and numeracy. All these initiatives are having a positive impact on attainment and progress.

41. Provision for pupils with special educational needs is very good. The special educational needs policy is comprehensive, the register is kept up to date and is monitored by the special needs co-ordinator. Pupils receive good support in the classroom for language development, numeracy and

science from well-trained support assistants. One of the visiting support teachers provides good support for small groups of pupils by providing a 'literacy hour' each week. This work is planned to match the programmed Literacy Hour followed by the rest of the year group, but at an appropriate level, carefully targeted to meet the group's needs. Programmes for all pupils with special educational needs are very well planned to match the targets identified on the individual education plans. Although much care is taken to organise withdrawal support on a rolling programme, some pupils who are withdrawn for support in the afternoons are not receiving the same balanced curriculum as their peers, since, for half a term, they miss all or most of the teaching in a foundation subject.

42. The school's commitment to equality of access and opportunity for all pupils underpins its curricular planning. However, the present arrangements for withdrawing pupils from lessons for extra tuition in literacy and basic skills is affecting their equality of access to some subjects, for example, music, art, and religious education.
43. Curriculum planning is very good. Schemes of work, which are at least adequate and mostly good, are in place for all subjects and much of the material from the Qualification and Curriculum Authority is gradually being adapted and adopted by the school as each scheme is reviewed. The school has successfully implemented the National Strategies for Literacy and Numeracy and these are proving effective in raising standards in these areas. The schemes are used effectively by teachers in their medium term planning, which is completed each term and includes assessment opportunities. Teachers are well supported by the curriculum co-ordinators in their planning and the effectiveness of the planning is evaluated in detail at the end of each term with regard to its impact on learning. The co-ordinators and the senior management team effectively monitor the plans to ensure continuity and progression of skills development. Teachers plan their individual lessons on a weekly basis and this short term planning is monitored regularly by the headteacher and deputy headteacher, who provide written feedback to individual teachers. Common issues are then effectively addressed at staff meetings. On occasions, the previous week's planning is monitored to ensure that evaluations are being effectively used to guide the following week's lessons.
44. Classroom support assistants are very involved in curriculum planning. They regularly liaise closely with teachers and receive detailed programmes of work to follow. They evaluate each session in detail and evaluations are then used effectively to plan subsequent sessions. The classroom support assistants' files are monitored regularly by the special educational needs co-ordinator.
45. Homework is used constructively to extend pupils' learning at home. As well as simple tasks such as reading and learning spellings, homework is used for pupils to prepare, finish, or extend classroom work and all pupils receive homework regularly. A homework planning sheet is included as part of the teachers' weekly planning and is also monitored by the headteacher or deputy headteacher. The provision of a satisfactory range of extra-curricular activities also enhances the curriculum. These include sports, recorders, homework and breakfast and lunch clubs. Outings and visitors to the school enhance many subjects and an annual residential visit takes place for some pupils in Year 6.
46. The recently formed curriculum committee of the governing body is satisfactorily developing an understanding of what is being taught. Curriculum co-ordinators give a written report to the headteacher regularly following the monitoring process and these reports, in turn, are reported by the headteacher to the governing body. Most governors have responsibility for a curriculum area.

47. Curriculum links with neighbouring schools including the secondary school are very good. Joint meetings are held to support teachers in the core subjects, to develop provision for pupils with special educational needs and to share ideas. For example, local schools have adopted a spelling programme, written and piloted by Biggin Hill. All local schools start a topic in the last term in which the pupils are in the primary school, which is assessed and continued by the secondary school. This is a good process for settling pupils into their new environment.
48. The school has successfully addressed the key issue from the last inspection to further improve regular assessment of pupils' attainment and progress so as to guide teachers' planning more accurately. Procedures for assessing pupils' attainment and progress, including those pupils with special educational needs, are good. Assessment opportunities are identified in medium term plans in the core subjects. The resulting pieces of work, suitably annotated against National Curriculum levels, are kept as a record. Samples of pupils' work are regularly looked at by teachers in each key stage to ensure that assessments are secure and consistent through the school. Other weekly tests and assessments are effectively recorded in mark books, and well used when planning future activities. The headteacher and deputy regularly check that assessment activities have been planned. Baseline assessments and a good range of other tests are used well to track the progress of individual pupils and are also used very well to organise groups for mathematics and English in each year and for science in years 5 and 6. An individual assessment form has recently been introduced to record individual attainment and progress in these tests, throughout the school; it is too early to judge the effectiveness of the form. Individual records are also kept of attainment in all National Curriculum subjects and religious education and updated each term. They are used well to guide teachers in their planning for the next term. Results of National Curriculum and other tests are analysed effectively and, at present, the results in English have been used very well to support the school in setting targets to raise attainment in writing. The school has worked hard with other local schools to ensure that there is consistency in recording the assessment of individual pupils, due to the movement of pupils between different schools within the area. The new marking policy is comprehensive and aims to assess work and provide appropriate feedback to enhance progress. However, it is in its early stages of development and is not being consistently used by all teachers.

53. **Pupils' spiritual, moral, social and cultural development**

49. Overall, the provision for the spiritual, moral, social and cultural development is satisfactory. Provision for spiritual development is sound. Assemblies have a spiritual element and this has a good impact on the pupils. The themes that are covered are relevant to the lives of the pupils, they are approached seriously but without being pompous and offer an opportunity for quiet thoughtfulness. All the pupils join in the school prayer, which is known by heart by everyone. Familiar hymns are sung enthusiastically, mostly in tune, and accompanied by recorders. Assembly on Remembrance Day was conducted reverently and attended by most of the people in the school that day, including the non-teaching and catering staff. During most lessons, there are not many opportunities to pause and reflect on the wonders of the world. On occasions, for example, in science, design and technology and numeracy, there are some times when pupils experience the excitement of new learning. Pupils are fascinated when a pattern is seen for the first time in mathematics, or in design and technology when cooking is successful and in information technology when a new program produces an outstanding graph. Too few of these opportunities are planned in advance and sometimes the moment of delight is allowed to pass unnoticed.
50. Provision for moral development is good. Pupils have a clear understanding of what is right and

wrong and they are guided by this when formulating their class rules. There are copies of these rules in each classroom written in the pupils' own words. The vast majority of pupils accept these rules as fair and enthusiastically seeks the rewards available for good work and good behaviour. They are polite and helpful to visitors, staff and each other, willingly holding doors open and guiding people around the building. This good level of moral provision has been worked at for a long time and is now part of the everyday life of the school. For example, the care taken by the school to help with pupils' problems reinforces well the moral importance of helping others. Pupils are well taught about the value of the local community. The consistency of approach by all staff, teaching and non-teaching, is at the root of its success and all adults are good role models for the pupils to follow. Satisfactory opportunities are provided in team games to develop the idea of fair play.

51. There are sound opportunities for social development and pupils' social development is satisfactory. Each lesson offers the chance for pupils to help each other in their work and in classroom routines, such as in giving out resources and keeping the school tidy. There is a modest but effective monitor system for older pupils to assist younger ones and in helping with the arrangements in the assembly hall. Some are given the opportunity to sell apples at break time and, at the appropriate time of the year, poppies. Others enjoy the responsibility of leading the assembly with recorder music. There is an opportunity for a limited number of Year 6 pupils to have a residential visit to the Paxwold Centre and some of the Nursery children gain from a day's outing to the seaside. These visits enhance social awareness satisfactorily. Supporting local charities and national charities gives pupils a sound awareness of wider social responsibilities.
52. The provision for cultural development is unsatisfactory. In art, pupils are made aware of famous artists such as Monet and Modigliani. Important works of internationally known composers such as Beethoven are played in assembly. In English, books written by famous authors such as Roald Dahl are read. From time to time, music groups visit and play instruments and artists in residence guide the work of pupils. Drama presentations involving performances by pupils are put on periodically both in school and in association with local groups. These are valuable, but are barely satisfactory in widening cultural horizons. Pupils gain small insights into past cultures, for example, Greece and Egypt, in history and there is very restricted learning about people in other lands in geography. In religious education there are insufficient opportunities to appreciate the range of religions practised in our multi-cultural society, as almost all of the work is centred on Jewish and Christian themes. The fact that the area around the school is virtually uniform in its culture makes it very important that the richness of our multi-cultural society is presented in greater detail than it is at present.
57. **Support, guidance and pupils' welfare**
53. The provision for the support, guidance and welfare of pupils is very good. This is a strength of the school. This was found to be the case at the last inspection and the school has built upon it significantly. The very caring ethos makes a significant contribution to the school community. There are good arrangements for the induction of pupils new to the school. Prospective pupils have the opportunity to attend well organised sessions in school where they experience class routines.
54. The school has effective procedures to identify pupils with special educational needs. The very good quality of provision has a positive effect on pupils' progress. Pupils are well supported by school staff to participate in all school activities. They also receive a sound level of specialist support from outside agencies where this is necessary. Individual education plans for pupils with

special educational needs are of good quality, providing a firm basis for their progress. The school clearly values all pupils within its care.

55. There are good procedures for monitoring pupils' academic achievements and personal development. The school has taken positive steps to address the weaknesses identified in the last inspection report. An assessment co-ordinator has been appointed and new procedures have been put in place to monitor pupils' progress. The school maintains pupils' records well and a good number of tests and assessments are undertaken at appropriate intervals to measure pupils' progress. Tests include the optional National Curriculum tests and many others devised by the school. Assessments are appropriately detailed and are well used to inform and guide pupils in their work. Pupils are effectively involved in setting personal targets with their teachers on a regular basis. Teachers liaise effectively with parents, outside agencies and each other with regard to the needs and progress of individual pupils.
56. There are very good procedures for monitoring and promoting discipline and good behaviour. The behaviour of individual pupils is carefully monitored where necessary and appropriate support is provided. Comprehensive records are kept of any significant behavioural problems. Pupils are given opportunities to reflect on their behaviour when it falls below expectations. The school has a good quality and effective behaviour policy. Praise, encouragement and a variety of rewards are effectively used to recognise and value pupils' achievements, including good behaviour. Weekly rewards assemblies celebrate pupils' good behaviour and help to maintain the high standards of the school. Attractive stickers and certificates are awarded by the headteacher and this raises pupils' self esteem effectively. Pastoral education includes guidance on how to deal with bullying. Outside agencies are very well used by the school in this regard. For example, a visiting theatre group recently performed a play with a bullying theme. At the last inspection, some poor teaching resulted in relations between teachers and pupils in some lessons being strained. This is no longer the case and good relations now exist across the whole school.
57. Procedures for monitoring and promoting attendance are very good. There is a very close and effective partnership with the local education authority's welfare service. The home-school liaison officer makes a very significant and effective contribution to monitoring and supporting families with attendance problems. Attendance and punctuality are monitored frequently and regularly. A 'late book' is maintained at the main office. The school provides frequent reminders to parents about the benefits to children of good attendance. Certificates for high rates of attendance and for improving attendance are awarded to pupils at assemblies. The weekly Attendance Cup is keenly contested by classes.
58. Child protection procedures are excellent. The home-school liaison officer is the designated member of staff to deal with any issues concerning child protection and has received appropriate training. The officer is exceptionally well experienced and liaises very effectively with outside agencies. The school has a very good quality policy for child protection. All staff are aware of the school's practices and procedures.
59. The school has outstanding procedures to promote pupils' health, safety, hygiene and well being. High quality schemes of work are written into the school's personal, social and health education programme. Healthy lifestyles are positively encouraged in the curriculum. Topic work includes activities and work about healthy eating, the effects of smoking and the need for regular exercise. The school has a very good drugs education policy and teachers take many opportunities in the curriculum to discuss drugs. Theatre groups are well used by the school to support drugs education. The school nurse effectively raises awareness of health issues and frequently gives talks and advice to pupils. She also supports sex education by giving talks for Year 6 pupils. The

community police officer attends the school regularly and talks to pupils about 'stranger danger', road safety, and citizenship. A recent talk from a building contractor concerned safety on building sites. The school has implemented a very good quality health and safety policy. Accident and emergency procedures are very well developed and there are three members of staff trained in first-aid. Risk assessments are carried out on a regular basis, as are fire drills.

64. Partnership with parents and the community

60. Partnerships with parents and the community are very good and make a significant and positive impact on pupils' attainment.

61. Parental involvement in the life of the school and in pupils' learning is satisfactory. The school positively encourages and welcomes parents to become involved in school life. The home-school liaison officer makes an invaluable contribution to developing links with parents and the community. The Parents Centre provides many opportunities for parents to become involved in school life. The Parents Association provides valuable support for the school through fund-raising. Considerable funds are raised at events such as the Summer Fair and bingo evenings. Money raised by the association has gone towards buying useful resources for the school, including equipment and books. A few parents help in school regularly. They assist in classrooms, listen to pupils read, help with extra-curricular activities such as netball and rounders and accompany school trips. These parents work effectively with staff. The school has developed many education courses for parents over the years in partnership with other organisations. Currently, a number of parents are taking part in a 'family literacy' course, which also involves their children. The development of such innovative approaches to improving parental involvement in children's learning is a strong feature of the school. The school also hosts nationally recognised courses for parents in childcare and education and an information technology course is underway. However, home-school records show that parental involvement in pupils' learning at home is inconsistent.

62. There is a close and effective partnership with parents of pupils with special educational needs. Parents are effectively involved in reviews of their children's progress.

63. Information provided for parents is very good. This is a considerable improvement on the good quality of information noted at the time of the last inspection. New parents to the school are provided with a useful and good-quality information pack. This includes information about the Nursery, school routines and policies. Several booklets are issued describing how parents can help their children in their learning. There are a number of notice boards around the school and they effectively draw parents' attention to a wide range of matters and educational issues. The prospectus is informative and useful. It is well supplemented by the 'guide to parents and children'. There are very good quality newsletters issued to parents on a regular basis, and these include information about key events and forthcoming work in each class. The school holds three parents' evenings each year so that parents can speak to staff about their children's progress. Pupils' annual reports are of good quality. They clearly inform parents about what their children know, understand, and can do. There is very good emphasis on areas for improvement and future learning targets are clearly stated. The school regularly organises information evenings for parents. Recent examples include meetings on the National Literacy Strategy and on information technology.

64. Links with the community are excellent. Community links have improved significantly since the

last inspection. The commitment of the local community to the school is impressive and enriches the pupils' learning. The community works effectively with the school and is very appreciative of the school's efforts and effectiveness. The school is strongly involved in many education and community initiatives through the Education Action Zone project. School trips are very well planned to support the curriculum and topic work. Venues include Humberside Country Park, The Streetlife Museum and the Spring Street Theatre. There is an effective link with the police service and this makes a significant contribution to pupils' awareness and understanding of safety and citizenship issues. The school has very good links with the church. Members of the clergy lead school assemblies on a monthly basis and this makes a significant contribution to pupils' spiritual and moral development. The school has established wide-ranging sports links in the community. These make a considerable contribution to pupils' physical education through specialist coaching. For example, pupils regularly receive coaching in football, tennis, and badminton. Many visitors make frequent visits to the school. For example, the Artist in Residence did much work with pupils for the school's recent 25th birthday celebrations. The school has effective partnerships with local colleges and acts as a work experience provider for many students on Nursery Nursing courses. This provides valuable additional support for pupils in their learning.

65. There are effective links with local businesses. Two large companies are strongly involved in work in some aspects of the curriculum. For example, some pupils recently took part in a design and technology project that included making a working and moving model 'buggy'. Employers are generous with the time they give to the school. The school works effectively with employers and local organisations in holding Industry Days. Pupils benefit through these events as they find out about different jobs and the world of work through many positive role models.
66. The school has very effective links with other local schools through the 'Parish of Schools' system. There are regular and frequent meetings between curriculum co-ordinators and senior managements. The school has good links with its local comprehensive school. Several curricular links have been established through the Parish, for example, in implementing the National Literacy Strategy. There are very effective arrangements for transition to local secondary schools. Year 6 pupils are provided with opportunities to visit local schools, so that they can meet staff and experience the new routines of work. Teachers liaise effectively with colleagues in other schools, regarding the transfer of pupils' records, including those for pupils with special educational needs and this ensures a smooth transition to the next stage of education.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

67. The school has a strong commitment to improvement and to ensuring that pupils achieve their academic potential in a secure and supportive learning environment. This is reflected in the care taken by the headteacher and staff and by the governing body in responding to the last inspection. Considerable thought and hard work have gone into implementing the action plan and the school has made good progress. It is in a good position to continue to progress. The focus for improvement is now concentrated on raising attainment, especially in language and literacy, where pupils are particularly weak. This weakness affects attainment and progress in other subjects. The school's strengths in the support and care for pupils, the effective planning of the curriculum and the development of greater consistency in the quality of teaching, are a good platform from which to continue to raise attainment. The school's very good ethos is rooted in its concern for its pupils to build up their self-esteem in a secure and supportive learning environment and then to go on to achieve their potential academically. These admirable aims are successfully reflected

throughout the school's work.

68. The headteacher provides outstanding leadership, and is very ably supported by the deputy headteacher and senior management team. This leadership is rooted in a realistic appreciation of the needs of the school and its pupils and its present strengths and weaknesses. A feature of the school is its good teamwork. All adults in the school, teaching and non-teaching, work well together and give the headteacher good support. This makes a significant contribution to pupils' attainment and progress and provides them with good examples of how to work together. The headteacher makes all who contribute to the work of the school feel valued.
69. The senior management team of four members meets weekly. The meetings are minuted and follow an agreed agenda. All members of staff are able to suggest items for the agenda. The senior management team plays a valuable role in the planning of the school's year and its different activities. It is a relatively recent innovation in this format and is proving a useful aspect of leadership and management and an effective means of communication throughout the school.
70. Arrangements to monitor the work of the school are very good. The headteacher and deputy headteacher monitor and evaluate teaching and learning and use the results of these evaluations to agree areas for emphasis, for example, the correct focus on writing. Curriculum co-ordinators monitor planning in their subjects, but do not all systematically monitor the quality of teaching and learning. The deputy headteacher effectively manages the programme of professional development for staff.
71. Development planning in the school is very good. The school development plan covers three year periods, and sets priorities for each term. It is broken down into annual management plans which are costed, identify who is responsible for a particular development and establish success criteria so that the effectiveness of initiatives can be measured. The headteacher and governing body monitor and evaluate developments over the timescale agreed, then use this information to identify new priorities and, if necessary, to adjust the timescale.
72. Leadership and management for children under the age of five are very good. There is a very good understanding of how young children learn and planning is monitored to ensure that there is a good coverage of the different areas of learning. Regular meetings of the Early Years team ensure that the provision is effective. This very good management contributes significantly to the good progress made by children under the age of five.
73. The management of special educational needs is very good. The co-ordinator has worked hard to improve and implement the school's procedures. She ensures that the Code of Practice is properly implemented. The programmes of work are very good, and successfully meet the needs of individual pupils. Class teachers and support assistants are effectively involved in planning. There are very good systems in place to monitor both provision and progress. The governor who liaises on special educational needs has a good knowledge of the school's procedures and is fully committed to supporting the co-ordinator and the school's provision.
74. A commitment to equality of access and opportunity underpins the school's work and is given appropriate emphasis. However, arrangements to withdraw a significant number of pupils from some lessons, for example, art, music and religious education, for extra support in literacy and basic skills, is affecting their equality of access to the curriculum.

75. The governing body is effective in supporting the school and has become more involved in the life of the school since the last inspection. Governors are appropriately involved in strategic planning and are developing useful curricular links. The committee structure is comprehensive and effective. The governing body continues to explore ways of developing its role further.
76. The report of the last inspection judged the school to be well managed. Since then, leadership and management have improved: they are now a strength of the school and have a major impact on the progress that pupils make both personally and academically. Targets set for attainment in 1998-99 were exceeded, and the school has raised its targets for 1999-2000 to new ambitious and challenging levels. The leadership of the headteacher and his team have made this possible.
81. **Staffing, accommodation and learning resources**
77. Staffing, accommodation and learning resources are good, overall. There is an appropriate number of well qualified and experienced staff to meet the requirements of the National Curriculum, the agreed syllabus for religious education and the areas of learning for children under the age of five. Teachers' qualifications cover all curriculum areas. There is now a very good number of well qualified and experienced support staff, who make a positive contribution to pupils' learning. This was identified as a weakness in the last inspection report. Members of staff who work with pupils who have special educational needs are suitably experienced. The support staff are fully involved with the planning of pupils' work, alongside teachers. Members of the administrative staff contribute effectively to the smooth running of the school. The site supervisor, cleaning staff, mid-day assistants and the kitchen staff, all work hard for the school. Clear job descriptions are in place for all staff. The school is very supportive of staff and pupils with disabilities and takes appropriate steps to respond to their needs, whilst ensuring that the education of the pupils is unaffected.
78. A staff development policy is currently in draft form. However, arrangements for the professional development of staff are good and are organised efficiently. This contributes well to staff effectiveness. Recent good examples include the provision made for the development of information technology, and the implementation of the National Literacy and National Numeracy Strategies. The school development plan outlines the curriculum development needs of staff and appropriately identifies priority areas. Procedures for the induction of new staff are in place and the deputy headteacher effectively acts as a mentor for newly appointed staff. However, there are no written school policies for newly qualified teachers or newly appointed staff. Statutory requirements for the appraisal of teachers are met and are in line with the county guidelines. There are also good systems in place for the internal monitoring of teaching by the curriculum co-ordinators and senior management team.
79. The available accommodation is good and allows for the effective delivery of the National Curriculum. The accommodation for children under the age of five in the Nursery is good. There are two school halls of good size. Internal decoration is good and there is a rolling programme in place for redecoration. Displays of pupils' work enhance the school's learning environment. However, external decoration is very poor, although plans for improvement are in place. There are good hard play areas for the infant and junior pupils, and a securely fenced outside play area for the under fives. There is also a large grassed playing field for sport and team games.
80. Resources for learning are satisfactory, overall. There are now good resources for information

technology. This was identified as a weakness in the last inspection report. Although the quality of available resources for religious education is good, there is an insufficient number of artefacts. There is a well-stocked library. There is now a sufficient number of good quality books, both fiction and non-fiction; this was also identified as a weakness in the last inspection report. The quality of resources for children under the age of five is good, overall, and resources for pupils with special educational needs are satisfactory. The minor issues in these areas raised by the last inspection have been successfully addressed.

85. The efficiency of the school

81. The school's income per pupil is high in relation to national averages. In spite of this, the school is likely to have used up its small reserve by the end of the current financial year. The reason for this is that the school is maintaining relatively small classes and its good provision of class support. This is having a major impact on improving levels of attainment and progress because of the good quality support made available to small groups of pupils and to individuals.
82. Short term financial planning is good. Annual management plans are costed so that educational developments are supported by funds identified within the budget. The success and cost-effectiveness of these initiatives is then measured against the success criteria, which are built into the plans.
83. The headteacher and senior management team prepare a draft budget. This is then ratified by the governing body and its finance committee goes on to monitor expenditure throughout the year. The school's accounts were last audited in July 1997 and the auditor's report was supportive of the school's procedures. Its few minor recommendations have been successfully addressed. The school uses grants for pupils with special educational needs effectively for the benefit of these pupils. Other specific grants, for example, those for staff professional development, are used appropriately.
84. Day-to-day administration and financial management are efficient. The school's accounts are kept on computer and managed efficiently by the senior administrative officer. A back-up disk for the accounts is kept off-site in case of emergency. Procedures for ordering goods and paying for them are clear and effective. The three school funds are kept in separate accounts, which are overseen by the senior administrative officer and separately audited annually.
85. The school operates efficiently on a day-to-day basis. Its routines are clear and work well. They contribute effectively to pupils' attainment and progress, since little time is wasted in starting lessons, or in moving between classes. Teachers and support assistants, including those employed to support pupils with special educational needs, are deployed well across the key stages. Accommodation and resources for learning are well used. Improvements in resources since the last inspection, for example, in information technology, are beginning to improve pupils' progress.
86. Taking into account the very low attainment of pupils on entry to the Nursery, the progress that they make both personally and academically across the key stages, the quality of the education provided and its cost and the good progress that the school has made since the last inspection, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

87. The school admits children to its Nursery from the age of three and to the Reception classes at the start of the term in which they become five. At the time of the inspection, 91 children were in the Nursery and 23 in the Reception class. Children attend the Nursery on a part-time basis. However, there is an opportunity for older children to attend full-time for alternate weeks in the term before they transfer to the Reception class. Most of the Reception children have attended the Nursery.
88. The attainment of most children on entry to the Nursery is well below the national average. In particular, children's speaking and listening skills and social skills are poor. Overall, they make good progress throughout the Nursery and satisfactory progress in the Reception class. On entry to Key Stage 1, most children achieve the desirable learning outcomes in personal and social development, creative development and physical development. However, despite making good progress in language and literacy, mathematics and knowledge and understanding of the world, the attainment of many of the children, at the age of five, is still below that expected for their age. The progress of children with special educational needs is good.

Personal and social development

89. The majority of children achieve the desirable learning outcomes for this area of learning by the time they are of compulsory school age. The personal and social development of children is given a high priority by all staff and the children make very good progress in developing personal and social skills. The children's confidence and self-respect develop well and they become aware of what is right and what is wrong. In both the Nursery and the Reception class, they successfully make choices from the range of activities on offer and they usually share and play well together. For example, in the outside area in the Nursery, they take turns on the bikes and other equipment and, in the Reception class, they share the shapes well that they were using to make pictures. Children are encouraged to be as independent as possible. For example, in the Nursery, they put on their coats before going outside to play and put on aprons before painting or water play. In the Reception class, they quickly get undressed and dressed by themselves for physical education. They handle books and equipment with care and respect. Adults are very good at encouraging children to take responsibility. In the Nursery, children take responsibility for jobs such as handing out biscuits at snack-time and good work stickers in group time and, in the Reception class, they take responsibility for carrying the dinner money tin to the school office. Children are given good opportunities to respond to religious and cultural events, such as Harvest Festival. However, although there is a good range of resources depicting children from a range of cultures, which the children use on a daily basis, there are too few opportunities for them to develop an understanding of different cultures and beliefs. Children show a range of feelings; in the Nursery they were delighted and fascinated by the objects on the 'interest table' such as a kaleidoscope, binoculars and magnets. In the Reception class, children were in 'awe' at what they might find in the 'feely' bag.
90. Relationships between staff and children are very good and the children respond well to the high standards set for them.

Language and literacy

91. Many children are still working towards the desirable learning outcomes for language and literacy by the time they enter Key Stage 1 of the National Curriculum, the term after they are five. Appropriate priority is placed on developing children's speaking and listening skills and they make good progress. However, given their very low starting point, they have not reached the national average by the age of five. Members of staff encourage the children to use the correct language and to extend their vocabulary, for example, during story time and throughout activity time and most children listen well. However, they often have great difficulty when expressing their thoughts and talking about their experiences. In the Nursery, they enjoy role-play in the 'home corner' and 'Biggin Hill Post Office', but much of the language associated with their play is at a restricted level. Virtually all the children enjoy stories. They handle books carefully, turn pages correctly and most know that words and pictures carry meaning. Most of the older children recognise their name and some recognise a few familiar words. Higher attaining children in the Reception class read simple books accurately. In the Nursery, when 'writing' in the writing corner, they make marks on the paper to represent words. In the Reception classes, most children hold their pencils correctly and some write their own name with appropriate use of upper and lower case letters. Many copy over the teacher's writing and some make reasonable attempts to copy underneath. Higher attaining children use strings of letters to represent words when writing independently. Most children know the sounds of some letters. For example, they could say 'socks', 'strawberries' and 'sun' all begin with 's'. A few higher attaining children know many letter sounds and spell simple three letter words such as 'cat'. Most children recite a number of rhymes fairly competently such as 'Humpty Dumpty' and, through this, are gaining an understanding of rhyming words. However, many children find the understanding of rhyme difficult due to poor speech, for example, saying 'nod' rhymes with 'dog'.

Mathematics

92. Many children are still working towards the desirable learning outcomes in this area by the time they are five and attainment is below average. Appropriate everyday opportunities are taken by staff to develop children's understanding of number. For example, in the Reception class they count the number of children who have sandwiches and who have school dinners and find out the difference in the numbers. They are familiar with a range of number songs and rhymes, such as 'One, Two, Three, Four, Five, Once I Caught a Fish Alive' and, through these rhymes, children develop an early awareness of number operations, such as 'one more' and 'one less'. In the Reception class, most children count to five, using everyday objects; some count to ten and match the correct number to a group of objects. A few higher attaining children count to twenty and know, for example, that one more than ten is eleven. In the Nursery, children complete simple jigsaws and match appropriate sizes and shapes into the correct places. In the Reception class, children, with help, construct a simple block graph, for example, representing the colours of their eyes. Many children know the names of simple three-dimensional shapes, such as a circle, square and triangle and are successfully developing their understanding of mathematical language through their use of such words as 'big' and 'small', 'tallest' and 'shortest'. They are successfully introduced to the concept of measurement. There are plentiful resources for sorting, matching, comparing and ordering objects and good opportunities provided for their use. Games, such as dominoes, dice and shape matching and card games are also used effectively to develop children's understanding of number and mathematical ideas.

Knowledge and understanding of the world

93. Many children are still working towards the desirable learning outcomes in this area by the time they are five and attainment in this area of learning is below average. However, through participating in a good variety of well thought-out topics, such as 'Colour', 'Transport', 'My World' and 'Myself', children are making good progress in developing their knowledge and understanding of the world. In the Nursery, they explore freely with materials such as sand and water and competently use a wide variety of construction materials to build models. Through activities such as planting and growing bulbs, they are beginning to develop an understanding of the conditions plants need in order to grow. In the Reception class, related to their current topic, they find out about themselves and their families and learn about the importance of their senses. For example, they know that we use our ears to hear and our eyes to see. In the Nursery they observe the weather on a daily basis and discuss the changes in the seasons. Daily opportunities are provided in both the Nursery and the Reception class for children to talk about past and present events in their lives, although many children find this difficult because of poor communication skills. Many opportunities are provided for children to explore and select materials for cutting, joining and sticking and these skills are developing well. In both the Nursery and Reception classes, children have regular access to technology, for example, computers, calculators and listening centres and these are used effectively to develop aspects of language and literacy and mathematics. A very good 'interest table' in the Nursery gives children the opportunity to explore a variety of interesting objects, for example, magnets, when they find out that magnets 'stick' to metal objects, but not to plastic.

Physical development

94. Most children achieve the desirable learning outcomes in physical development by the time they are five. They make good progress and, by the time they begin their work on the National Curriculum, their attainment is average. In the Nursery, in the outside play area, they run about confidently and without bumping into each other. They pedal and push a range of wheeled toys with reasonable control. They use large apparatus to climb and slide and make good attempts at kicking, throwing, and catching balls. In the Reception class, children are developing the ability to respond rhythmically to music and are developing an awareness of space and of others around them. They demonstrate appropriate control of their movements by being able to vary their speed and direction when walking and running, on command from the teacher. Throughout the Nursery and Reception class, children's manipulative skills are developing well. They use scissors, pencils, crayons and paintbrushes with increasing precision and control.

Creative development

95. Most children achieve the desirable learning outcomes in this area by the age of five. Their progress is good and attainment is at an average level. Many opportunities are provided for them to develop their creative abilities. They enjoy experimenting with the effects of paint and colour. For example, in the Nursery, they delight at participating in hand painting and printing, effectively exploring colour, line, and shape. Children make models and pictures, using a variety of materials confidently, for example, paint, pencils, crayons, dough and collage materials. They make good attempts at painting representations of things they have observed, for example, flowers. In the Reception class, related to the story 'What's in a Box', children were painting colourful pictures of what they would like to find in the box. In the Nursery, children know a good range of songs. They delight in singing and sing tunefully for their age. For example, during activity time, a group of children burst spontaneously into singing a song they had learnt for Harvest Festival, entitled 'Cauliflowers Fluffy and Cabbages Green' and they confidently perform songs in front of the whole school in assembly. In the Reception class, most children clap in time to the music and

some make rhythmic sounds, using simple untuned percussion instruments. They recognise when music is being played fast or slow, loud or soft and know the names of some basic musical instruments, such as castanets and tambourines. They enjoy moving imaginatively to music and do so with reasonable control. There is a wide range of resources available, which effectively encourage children to participate freely in imaginative play.

96. Children's attitudes to learning are good, overall; in the Nursery, they are good and often very good; in the Reception class, they are satisfactory. The children enjoy participating in a wide range of activities and are enthusiastic learners. They like to talk about what they draw or make but sometimes find it difficult to use the right words. During their time in the Nursery and Reception classes, the children start to share equipment and to work and play harmoniously together. Overall, they behave well and with consideration for others and they are polite and friendly to visitors.
97. The quality of teaching for children under the age of five is good, overall. No unsatisfactory teaching was observed. In the Nursery, the quality of teaching is very good and, on one occasion, was excellent. Teaching is at its best where teachers have a high level of expertise, a good understanding of how best young children learn and have high expectations for behaviour. In both the Nursery and the Reception classes, the work is very well planned and this enables children to have appropriate experiences in all six areas of learning. Priority is rightly given to personal and social development, language and literacy and mathematics. Effective assessment procedures are in place, which enable staff to have a clear understanding of the learning needs of individual children. An assessment of children's attainment levels in all six areas of learning is undertaken when children enter the Nursery and updated regularly throughout their time in the Nursery and the Reception class. Adults are kind and caring, but firm and consistent, in their dealings with children. Praise and encouragement are used to good effect.
98. Leadership and management of the Early Years are very good. The co-ordinator has good expertise and a clear understanding of her role and how best young children learn. She monitors and evaluates planning, assessment and resources in the Early Years and meets regularly with staff. All adults concerned with children under the age of five work well together as a team.
99. Partnership with parents is very good. There are daily opportunities for parents to speak informally with staff at the beginnings and ends of sessions. Parents are given useful written information about development in the Early Years and how best they can help their children at home. Regular newsletters are sent out informing parents of topics being undertaken and of ways in which they can be appropriately involved. Opportunities are provided for them to come in and help with activities and they are made very welcome, their contributions being much appreciated. Homework activities are set regularly, so that parents can become effective partners in their children's learning.
100. Issues from the last inspection report have been successfully addressed. There is now a good balance between teacher directed activities and activities which children choose for themselves. The outside area is used appropriately for environmental work, although there is still scope for further development in this area.

105.

ENGLISH, MATHEMATICS AND SCIENCE

105. **English**

101. The results of the 1999 National Curriculum tests in English at the end of Key Stage 2 were well below the national average and below average for schools with pupils from similar backgrounds. However, these results indicate an improvement of over 50 percent in the last year, with three percent attaining the higher level 5 in comparison with no pupils in 1998. The results of the 1999 National Curriculum tests in reading and writing at the end of Key Stage 1 were well below the national average and below the average of schools with pupils from similar backgrounds. The number of pupils who achieved level 3 or above was well below the national average, but in line with that for similar schools. These results are also a significant improvement on the previous year's results.
102. Inspection findings indicate an improvement in standards in English since the last inspection; however, standards are still below the national average by the time the pupils are both seven and eleven years of age. This is the result of the very low standards of attainment on entry to the school. The introduction of the National Literacy Strategy and other literacy initiatives, together with improvements in the quality of teaching, are having a positive impact on the attainment and progress of all ability groups in the school. Pupils with special educational needs make sound progress in relation to the targets on their individual education plans.
103. By the age of seven, standards in speaking and listening are below the national average. Most pupils have developed satisfactory listening skills, but many find it difficult to express themselves orally. Some pupils speak confidently when they share their stories, for example, 'Don't Forget the Bacon', with the rest of the class, but others lack the confidence to speak with clarity and good expression. Standards remain below average at the end of Key Stage 2. Some pupils in Years 3 and 4 satisfactorily discuss newspaper pictures and try to identify them. In Year 6 most pupils satisfactorily explain the difference between a biography and an autobiography. However, pupils do not communicate confidently to different audiences or reflect on how speakers should adapt their vocabulary, tone, pace, and style. Their ability to express their views in a range of situations is unsatisfactory.
104. By the age of seven, attainment in reading is below the national average. Pupils in Year 1 satisfactorily recognise a few simple key words, and use picture clues effectively. They are beginning to read labels and captions that are displayed around the classroom. In Year 2, higher attaining pupils satisfactorily read, with support, instructions for making small cakes. Approximately half the class effectively use picture clues and initial letter sounds when reading unfamiliar words. In the other groups most pupils read simple instructions for drinking a glass of water and sequence events for a shopping trip with support. Approximately half the pupils in the year know what an author is, but few can say what an illustrator does. Their understanding of a library system is unsatisfactory. Home/school diaries are used effectively as a record of what a pupil has read, but opportunities for dialogue between home and school to celebrate success and to tell parents how they can support their children, are missed.
105. Standards in reading, by the age of eleven, are below the national average. Most pupils are beginning to use expression when reading text and are showing a satisfactory awareness of punctuation, for example, exclamation marks. Pupils in Years 3 and 4 recognise rhyming words in poems, and understand that not all poems follow the same format. Some pupils describe the seasons well, using examples from a poem. One group of pupils with special educational needs repeat part of a chorus in a poem successfully and change some verbs in the poem with support. They order the letters of the alphabet well. In Year 5, pupils use dictionaries well to find

meanings of unfamiliar words and most read suggestions for an alien's survival kit with some fluency. In Year 6, pupils read extracts from books and accurately decide whether the extracts were biographies or autobiographies. By the end of the key stage, many talk about the plot of the book they are reading, but few satisfactorily predict what might happen, or give an opinion on the story. Most pupils describe how to use the school library well and have a clear understanding of the use of the contents, index and a glossary, in a non-fiction book. The range of literature experienced by many pupils when reading independently is unsatisfactory. Many lower attaining pupils are still reading books from a commercial scheme that is used in Key Stage 1. There is insufficient reading material for pupils which is appropriate for age as well as ability.

106. The attainment of seven-year-olds in writing is below the national average. The youngest pupils use simple writing satisfactorily to convey meaning. Some pupils in Year 1 rewrote well their version of 'Don't Forget the Bacon' during an extended writing session. They are beginning to show an appropriate awareness of full stops. In Year 2, the higher attaining group wrote a simple instruction in four steps on how to brush teeth. By the end of the key stage, pupils are beginning to write a sequence of events in chronological order satisfactorily, but few use correct punctuation consistently. The spelling of simple key words is inconsistent. Limited vocabulary skills inhibit pupils from writing imaginatively.
107. By the age of eleven, pupils' attainment in writing is still below the national average. In Years 3 and 4, the highest group satisfactorily write simple, interesting sentences using given verbs and adding a suitable adverb. In other groups, most identify words with double consonants, but the sentences that they write individually are mostly unimaginative. Some pupils satisfactorily write a simple sentence to explain why they like a certain poem. A group of pupils with special educational needs are appropriately developing their spelling skills and use magnetic letters well to spell simple words. Higher attaining pupils in Year 5 use punctuation accurately, including apostrophes. In Year 6, pupils satisfactorily join two sentences together using appropriate connectives. They write more than one sentence about themselves, sometimes using the correct punctuation. By the end of the key stage, most pupils write using a neat, joined style of handwriting and many take a pride in their work. Accuracy of spelling simple common words is below that expected for pupils of their age.
108. Pupils make satisfactory progress in relation to their prior attainment in both key stages in all areas of English. The setting system and the range of literacy initiatives are having a positive impact on progress in both key stages. A range of reading skills is appropriately introduced and developed in Key Stage 1, but skills are not sufficiently developed for pupils to be confident, independent readers for a range of purposes. In Key Stage 2, these skills are reinforced well and, by the end of the key stage, many pupils express an interest in reading for a range of purposes, but few have acquired the ability to become independent readers. Some pupils name a favourite author, but cannot give opinions about a range of authors. Many pupils do not read for pleasure or for information unless asked to do so by an adult. Progress in writing is satisfactory. There is an appropriate development from writing in short phrases to simple sentences, but spellings often remain inaccurate and the use of full stops is inconsistent. In Key Stage 2, pupils appropriately develop an understanding of writing in a range of formats for different purposes. Accuracy of spelling improves satisfactorily. However, the use of interesting, adventurous vocabulary is unsatisfactory, mainly due to limited language skills. There is evidence of an improvement in pupils' writing in both key stages, resulting from the introduction of extended writing sessions in all year groups. This is having a positive impact on progress. This also successfully addresses an issue highlighted in the last inspection report of coverage of some aspects of writing being unsatisfactory. Progress in listening skills is satisfactory, but speaking skills are unsatisfactory at the end of Key Stage 2. There are insufficient opportunities for pupils to express themselves orally in a range of situations in both key stages. There are limited opportunities to develop

literacy skills in subjects such as history, geography, science and religious education. However, pupils' poor literacy skills mean that their ability to record their work in these subjects is underdeveloped and unsatisfactory. While progress is satisfactory across the key stages, it is insufficient for pupils to reach a satisfactory standard of attainment because of the low base from which they start.

109. Pupils' attitudes to learning during English lessons are good. Most pupils listen attentively both to adults and to each other. They answer questions appropriately and take turns well. Relationships with adults and with each other are often very good and pupils usually settle to tasks promptly. Most pupils know that the teacher's attention is focused on one group at a time during the activities session, but some lack the confidence to work successfully by themselves.
110. The quality of teaching is good, overall, in both key stages, with no unsatisfactory lessons being observed. This is a good improvement on the last inspection. All teachers plan their lessons well, with clear learning objectives successfully linked to the requirements of the National Literacy Strategy. Teachers' subject knowledge is good and they use questioning skilfully. They use a range of teaching strategies appropriately and most give clear instructions for tasks. Teachers usually ensure that all pupils have a clear understanding of their tasks before concentrating on the target group. Resources are appropriately organised and classroom management is sound. Where teaching is good and very good there are very good relationships and teachers value contributions made by pupils. The pace of these lessons is very good and the activities planned are particularly relevant to pupils' experiences. In good lessons, there are high expectations for behaviour and for the presentation of work. Where teaching is satisfactory, activities are less successfully targeted to the needs of the pupils and class management occupies a lot of the teacher's time and attention.
111. Management of English is good. The co-ordinator has worked hard to ensure that the National Literacy Strategy has been smoothly introduced. Planning and teaching are monitored carefully by the co-ordinator and by the senior management team, so as to ensure continuity and progression in learning and to set individual targets for improvement. Samples of pupils' work are regularly discussed to ensure a consistency of agreement on levels of attainment. Assessment procedures are good and test results are analysed very effectively by the co-ordinator and assessment manager. They have been successfully used to set targets to improve attainment in writing across the school. Staff development is appropriate and has included good training for the classroom assistants. Governors and parents are appropriately informed of curriculum development in English. Resources are satisfactory overall, although there is a lack of a suitable range of challenging reading material that is appropriate for age as well as ability in Key Stage 2. Satisfactory use is made of visiting theatre groups and of visits to local theatres to enrich the curriculum. The library contains an appropriate range of books and is satisfactorily used by some classes to help to develop pupils' library skills.

116.

Mathematics

112. Attainment in mathematics in the National Curriculum tests in 1999 was well below the national average at both key stages. At Key Stage 1, attainment was below, but not well below the average of similar schools and at Key Stage 2, attainment was above the average for similar schools. The trend is one of improving standards and the results of the last two years have improved substantially. The school's targets at both key stages were exceeded in 1999 and have been readjusted so that they are now both realistic and ambitious. However, the results, while improving, have not yet reached the national average. Attainment for pupils with special educational needs is in line with the targets set for them in their individual learning programmes and underpinned by good support from specialist teachers and class teachers alike.

113. Standards of attainment are below the national average at the end of both key stages. However, inspection evidence, from lesson observations, the scrutiny of pupils' work and talking to pupils and teachers, shows sound improvement over time. In particular, there is a growth in confidence by both pupils and teachers. The structure of the National Numeracy Strategy has given a rigour to the lessons and this is improving attainment satisfactorily. Pupils recall the basic features of mathematics, such as mathematical tables, the common geometrical shapes and their properties and the methods of arriving at the results of problems appropriate for their age. The grouping of pupils according to their prior attainment is having a positive effect on teaching and learning. Virtually all classrooms have lively mathematical displays to promote and reinforce attainment. There is an increasing use of mathematical vocabulary and pupils use mathematical language satisfactorily. There are some opportunities to develop skills in numeracy in other subjects, such as science and design and technology and, to a very limited extent, in geography. However, these are at a simple level and do not effectively develop the pupils' skills as independent learners.
114. Pupils make satisfactory progress in both key stages. Pupils make good progress in Year 1, adding and subtracting to ten mentally. Those who have higher potential attainment levels count to twenty and, though with less confidence, count backwards. They identify higher and lower numbers on a number line and understand 'first' and 'tenth'. Those at lower attainment levels find it difficult to count on from an intermediate number between one and ten. By the end of the key stage, most count on to 70 and beyond. The majority know odd and even numbers, count on in two's and double and halve numbers. Those of higher attainment organise their day in terms of hours spent on different activities from getting up in the morning to going to bed at night. Most pupils satisfactorily make calculations using two digit numbers and recognise common two and three-dimensional shapes. Those of above average attainment describe shapes using the correct terms by counting the number and length of sides.
115. By the age of eleven and by building on previous work, most pupils apply mental arithmetical skills accurately when operating simple addition, subtraction, multiplication and division. They add and subtract in thousands and multiply and divide by tens and units accurately, although not to a high enough standard to reach the expected national levels. A majority of pupils understand positive and negative numbers and many explore number patterns, counting in tens, fives, and fours. Pupils calculate the areas of simple shapes correctly. Most know how to collect information and then display it on graphs using simple information technology programs. About half the pupils have a sound understanding of the relationship between decimals and fractions. They know the names of the different kinds of angles and draw acute, reflex and obtuse angles properly. Lower attaining pupils identify halves, quarters and tenths correctly and develop appropriate mathematical vocabulary and concepts satisfactorily. They understand what the product of two numbers and the difference between two numbers means. Over half the pupils have a satisfactory standard of numeracy. However, few operate beyond the expected level by the end of Key Stage 2.
116. Pupils' attitudes to mathematics are generally positive and often enthusiastic. Most enjoy their lessons and respond particularly well to opportunities to work hard, especially in the mental arithmetic sessions. Most pupils concentrate for lengths of time appropriate to their age and work hard to complete tasks. They appreciate the need to work neatly as they increase in maturity. However, there are too few opportunities to work independently and most lessons are tightly structured. A small number of pupils have difficulty in keeping to the discipline of the lesson, despite the sensitive and firm attentions of the teachers.

117. The quality of teaching in mathematics is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching was unsatisfactory in one lesson and this resulted from the teacher not following the planning clearly laid down by the school and being unable to control the pupils. For the most part, planning is a strength of the lessons, with pupils being clearly aware of the aims of the session. The methodology of the National Numeracy Strategy has been successfully adopted and is enhancing attainment and progress. The majority of teachers have a sound knowledge of mathematics and use effective question and answer techniques to reinforce and extend knowledge and understanding. Where teaching is good, questions involve all pupils and are phrased to provide a good match to the levels of the pupils' abilities. Good relationships in class allow humour to be used to raise the self-esteem of pupils and to move the pace of learning along so as to retain interest and enthusiasm. Work is marked regularly and frequently and progress is assessed effectively.
118. Resources for learning are satisfactory and allow work to be matched to the different levels of attainment within the setted classes. There is an adequate book stock. A new commercial scheme has been adopted since the last inspection. This encourages a faster pace and fewer routine and repetitive exercises. The use of information technology to support learning in mathematics is still developing, following the acquisition of the new computers.
119. Although, at present, attainment in mathematics is below the levels expected nationally, there has been considerable progress and the trend continues to be upward. Class work is now more structured and dynamic and this is improving attainment in both key stages. There has been an improvement in attainment since the last inspection and the school is in a good position to continue to improve.

124. **Science**

120. The results of National Curriculum tests for eleven-year olds in 1999 were below the national average at both the expected level 4 and the higher level 5. However, compared to similar schools, pupils attained results that were above average at the expected level and well above average at the higher level. This was a significant improvement in results from previous years and well exceeded the targets set by the school. Trends over the last three years show that pupils' performance rose slightly between 1996 and 1998 and significantly from 1998 to 1999.
121. Statutory teacher assessments of seven year olds in 1999 showed results that were well below the national average at both the expected level 2 and the higher level 3. Compared to similar schools, pupils also achieved results that were well below average. Results from the most recent assessments show an improvement in the percentage of pupils achieving the national average from those in previous years and exceeded the target set by the school. There is no significant difference in the performance of boys and girls in either key stage.
122. Inspection evidence is mainly consistent with the 1999 results and shows that the attainment of pupils by the end of Key Stage 1 is below the national average, overall. In Key Stage 1, pupils, with help, undertake simple investigations, such as finding out which materials are magnetic and which are not and record their findings in the form of a simple chart. Most pupils know the names of some of the parts of the body, such as arm, leg, foot, and head and higher attaining pupils have some understanding that our tongues are covered in tiny taste buds which help us to taste our food. They identify a range of common materials, for example, wood, metal, glass and plastic and describe them in simple terms such as hard or soft, shiny or dull. They know that light comes

from a variety of sources and that some of these sources are natural and some are not.

123. By the end of Key Stage 2, pupils' attainment is broadly average. In Year 6, most pupils successfully identify the organs such as sepal, stigma, stamen and ovule of the different plants they observe and higher attaining pupils explain how the fertilisation of plants takes place and the part played by insects in this process. In their study of the earth and solar system, most pupils understand satisfactorily that the earth spins and how day and night are related to that spin. They understand that the earth orbits around the sun and that this takes a year. Most pupils classify substances into solids, liquids and gases satisfactorily and describe some of their properties. For example, they know that liquids take the shape of the container they are in. Whilst many pupils have a fair understanding of the stages undertaken when carrying out an experiment, they have difficulty in carrying out simple experiments without a great deal of support from the teacher. There is no evidence, either, of higher attaining pupils being able to devise, plan and conduct experiments for themselves, as distinct from responding to tasks devised by the teacher.
124. Overall, most pupils make satisfactory progress in their understanding of life processes and living things, materials and their properties and physical processes. However, in the higher stages of Key Stage 2, pupils make good progress. Pupils with special educational needs are well supported by special needs support assistants and make good progress. In Year 1, most pupils know that pushing is a force, which can make things move faster, for example, a skateboard and a scooter. In Year 4, they know that some foods can damage your teeth and understand the importance of dental care. However, pupils, particularly higher attaining pupils, are not developing the skills of experimental and investigative science sufficiently. They remain too dependent on teacher direction in these aspects of work right up to the end of Key Stage 2. Their difficulty in explaining themselves clearly inhibits their progress.
125. Pupils' attitudes to work are generally good. Behaviour is good where there are high expectations and where work is suitably challenging. Pupils mostly listen to instructions well and respond accordingly. They share equipment appropriately and older pupils collaborate quite well in group tasks. They are usually enthusiastic and keen to answer questions. Pupils, particularly those with special educational needs, enjoy the practical aspects of the subject. They concentrate fairly well on tasks but find it difficult to initiate ideas of how to undertake a particular experiment or investigation. They handle equipment with care. In the upper part of Key Stage 2, written work is completed to a satisfactory standard and reasonable care is taken with the presentation of their work. However, in Key Stage 1, there is little evidence of pupils recording their work other than with very basic worksheets and this is inhibiting progress.
126. The quality of teaching observed during the inspection was always at least satisfactory. In the upper part of Key Stage 2, it was good and, on one occasion, very good. It was very good where there was very good class control, the pace of the lesson was brisk and the work was very effectively targeted to the level of the pupils in the group. Overall, planning is good, and resources are well prepared. However, pupils are given insufficient opportunities to develop their experimental and investigative skills to an appropriately high level. Pupils are usually managed and organised satisfactorily. Teachers have a sound knowledge of the subject and they use questions effectively to extend pupils' thinking. There are good procedures in place for assessing pupils' attainment. Work is marked consistently, but it is not always annotated sufficiently, indicating clearly areas for improvement. Homework is used well to consolidate and extend pupils' learning. Encouraging the correct use of technical vocabulary, for example, 'prediction', 'fertilisation' and 'investigation', supports work in literacy. Speaking and writing about the subject further support work in literacy at a basic level. The use of number and measuring activities within scientific work makes an important contribution to improving pupils' numeracy skills.

However, as yet, there is insufficient use of information technology, such as data handling, to support work in science.

127. The subject is well managed. The subject co-ordinator has good subject knowledge and provides effective support for her colleagues. She has attended a good number of appropriate courses to develop her skills further. She is enthusiastic to develop the experimental and investigative aspects of science.
128. There were no specific weaknesses identified in the last inspection report and attainment in science has improved significantly since then.

OTHER SUBJECTS OR COURSES

Art

129. Pupils make good progress in both key stages, and, by the time they leave the school at the age of eleven, their standards in art are above those expected for pupils of their age. This indicates that the standard of provision has improved since the last inspection. Pupils have a wide range of experiences in art that enable them to develop good skills. In Years 1 and 2, pupils use a range of materials well to weave patterns which show rough and calm seas. They express their feelings and ideas well to demonstrate a range of textures. Displays of pupils' work indicate above average progress. They use crayons and pastels well to work in the style of Monet and paint pictures of calm and rough seas effectively, using glue and sand mixed with paint to create a range of textures.
130. In Key Stage 2, pupils in Years 3 and 4 use paint effectively, for example, to draw a variety of different houses. They use pastels successfully in strong colours to draw portraits in the style of Modigliani and produce interesting collage work, using faces from magazines. In Year 5, pupils make detailed observational drawings of flowers using a range of media well. In Year 6, pupils appreciate the work of a range of artists including Van Gogh, Monet, and Renoir and work in the style of these artists, producing good pictures of their own. They make good close observational portrait drawings of their partners, taking into consideration proportion and the position of the main features. Pupils make good use of sketch books to practise new skills and techniques.
131. Behaviour in the lessons observed was good. Pupils are attentive and follow instructions carefully. They settle promptly to tasks and share resources well with each other. They give each other good support in lessons.
132. The quality of teaching is good, overall. Lessons begin with good instructions, and praise is often used very well to raise pupils' self esteem. Lessons are well planned with clear objectives. Subject knowledge is good and teachers demonstrate new techniques well. They give good individual support to pupils to develop their ideas, and to clarify their understanding of techniques.

Resources are well organised and enable pupils to make choices about what materials to use.

133. The co-ordinator, prior to maternity leave, effectively monitored the planning and teaching of art to ensure that skills are progressively developed and that an appropriate range of art is appreciated by pupils at different ages. Long and medium term planning gives appropriate guidance to teachers. Resources are satisfactory and accessible. In each phase, the teachers are responsible for purchasing resources, so that the needs of the pupils in the different year groups are met effectively. However, there are occasions when withdrawal from art lessons prevents some pupils from benefiting fully from the lessons.

Design and technology

134. Pupils, including those with special educational needs, make satisfactory progress in design and technology in both key stages. By the end of Key Stage 1, pupils design a wheeled vehicle for a purpose satisfactorily, for example, to carry a baby elephant. They list the materials that will be needed and discuss how their design might be improved. Using a variety of materials, including construction kits, they make the vehicle and, at the end, with help, discuss ways in which it might be improved. For example, one pupil said his vehicle might be too long to get round corners. By the end of Key Stage 2, linked to work on the Ancient Greeks, pupils design and make good face masks out of papier-mache, representing comedy and tragedy. These masks are very well made and imaginatively constructed. Pupils satisfactorily generate a design for a purpose, for example, a van to deliver food. They produce step by step plans that identify the main stages, including measuring and marking, that are needed to make the vehicle out of card and wood. They are aware of the need for safety when handling tools; for example, they showed how they would handle a saw correctly and safely.
135. The attitudes of pupils are satisfactory. They show interest in their work and handle equipment safely and carefully. They mainly listen well to instructions and older pupils co-operate well in group activities. However, many pupils, particularly in Key Stage 1, find it difficult to work independently and without a high level of support from either the class teacher or class support assistants. Behaviour is satisfactory overall.
136. The teaching of design and technology is satisfactory and occasionally good. Teachers plan the work effectively and prepare resources well. They have a sound subject knowledge and manage and organise the pupils satisfactorily. Where teaching is good, the pace of the lesson is brisk, which results in pupils concentrating well and making good progress. However, sometimes, opportunities for pupils to develop their mathematical skills through the subject are missed. For example, when cooking, they are not always given the opportunity to weigh the ingredients out for themselves. Work in technology is sometimes enhanced through visits out of school. For example, older pupils visited Skidby Mill to observe grain being ground into flour prior to their food technology lesson on making bread.
137. The current design and technology co-ordinator was absent at the time of the inspection. However, the previous co-ordinator, who is temporarily undertaking the role, has good subject knowledge and provides effective support to colleagues. She has organised appropriate links with industry, which have resulted in an engineer working with pupils in school. There is a satisfactory policy, which is currently being up-dated to accommodate the new scheme of work. Progress in the skills necessary for design and technology are assessed and recorded and selected samples of work are kept to evaluate progress. Resources are satisfactory. There were no weaknesses

identified in the last inspection report and the school has maintained its satisfactory provision in the subject.

Geography

138. Progress in geography is satisfactory in both Key Stage 1 and Key Stage 2. By the end of both key stages, pupils make sound use of their skills and understand the terms which are relevant to the study of the world around them. Pupils with special educational needs reach the targets set for them and make good progress.
139. By the end of Key Stage 1, pupils are well versed in the use of maps, through their observations of their immediate environment. The availability of large-scale maps enhances their ability to identify local features and pupils identify photographs of the local shops, underpasses, and homes of friends and relatives accurately. Display of the maps enhances the quality of pupils' learning. As they get older, pupils take note of weather features, and, throughout both key stages, they increase their use of appropriate vocabulary. They chart weather changes and observe how these are different in each season.
140. By the end of Key Stage 2, pupils know what cirrus, cumulus and nimbus clouds are. They know the different kinds of transport and travel used by people and goods and the higher attainers understand why different forms are used for different purposes. By the study of a local village, Baimbridge, and a village in Burkina Faso, they come to appreciate that where people live influences their way of life. Most pupils name the main countries in Britain and Europe accurately. They know what a National Park is and where some of them are located. By the end of the key stage, they have seen class demonstrations of how water erodes, know the main features of a river valley and distinguish between a lake, a reservoir, and the sea.
141. Pupils pay attention well to their class teachers and listen to contributions from their classmates with interest and respect, for example, in the lesson when individual pupils described the location of features photographed by the teacher. They show interest in the practical sessions and concentrate satisfactorily even through the most routine written work.
142. Teaching is satisfactory, overall, although some teachers are unsure about some of the subject's physical processes in sufficient detail. Planning is sound, with clear objectives, and some exciting activities are provided at times, such as the practical lessons on water flow. However, classwork is often less lively, being mostly in the form of filling in gaps, or answering leading questions from work sheets.
143. Resources and accommodation both support learning satisfactorily, although there are sometimes distractions from neighbouring open-plan classrooms. Teachers make valuable contributions to resources for learning from their own materials and contacts. There is little evidence of the use of video or information technology to give variety and reality to the subject. Although some pupils have the opportunity to visit Paxwold to study geography at first hand, field work is under-used.
144. Standards in geography are sound in the school, although the work lacks excitement and regular opportunities to celebrate the wonders of the natural world are under-played. The subject remains much at the level of the last inspection.

History

145. Pupils, including those with special educational needs, make satisfactory progress in developing their skills in history by using a range of resources to find out about the past. They are making sound progress in developing an understanding of the passage of time.
146. Pupils in Key Stage 1 compare old and new toys. With support they satisfactorily sequence the toys in order of age and talk about the differences between old and new toys. In Key Stage 2, pupils have a sound understanding of the life of Henry VIII and his six wives. They use pictures of Henry effectively to find out about his appearance. In Years 5 and 6, pupils discuss the battles between the Athenians and Persians satisfactorily and know that modern events may have connections with the past. However, limited literacy skills inhibit pupils' ability to record information unaided.
147. Behaviour was satisfactory in the lessons observed and pupils listen attentively. They take turns appropriately to answer questions and share resources well. They have satisfactory attitudes to learning.
148. The quality of teaching is satisfactory. Lessons are soundly planned. Teachers question well to promote discussion and give satisfactory explanations. Teachers' subject knowledge is sound and resources are well organised. Teachers make good use of artefacts in Key Stage 1. There are good cross-curricular links, particularly with geography. Pupil management and classroom organisation are satisfactory, overall.
149. The subject is satisfactorily managed and units of work from the Qualifications and Curriculum Authority are being effectively introduced into the present scheme of work and policy, which are due for revision in the near future. There are satisfactory procedures in place to assess pupils' knowledge and understanding of historical events and their development of historical skills. Resources are satisfactory, but are reliant on teachers supplementing them from their own resources, rather than the school acquiring a bank of artefacts for use by all teachers. There are sufficient books for pupils to research into the past.

Information technology

150. Attainment in information technology is below standards expected nationally at the end of Key Stage 1 and well below what is expected at the end of Key Stage 2. The school now has new equipment and is in a good position to raise standards. Until the start of this school year, it was virtually impossible for the school to attempt meaningful work in information technology because of the low level of both the quality and quantity of equipment for pupils to use. Apart from a little word processing and simple data presentation, there was little previous work for the school to build on and the existing machines were old and ineffective.
151. Progress is now good throughout the key stages. Since the installation of the new information technology suite, there has been a significant improvement in attainment and progress. Throughout the later stages of Key Stage 1 and Key Stage 2, most pupils are currently working at similar levels. There is a simple but confident use of word processing and pupils' awareness of the position of the letters in the keyboard is growing, as is their knowledge of the uses of the various menus at the head of the screen. Virtually all pupils log on and off, save work and access the files

that they want to use, satisfactorily. Special educational needs pupils make contributions which are at least in line with the targets identified on their individual education plans and, sometimes, above and are making good progress.

152. In English lessons, pupils' awareness of how to present information in the fashion of a tabloid or a broadsheet newspaper is developing well and they are beginning to use individual styles of writing, with headlines and pictures, by accessing a desk top publishing program. In science, the results of simple investigations are presented in vivid graphic form. Higher attaining pupils make informed decisions about how to show, for example, different eye colours, or the various weights recorded by pupils, most effectively. Higher attaining pupils found out more complex facts from the information gathered on the computer. These activities are all at a more complex level than the work being undertaken at the time of the last inspection. Work on the personal computers (PCs) in class is less well developed.
153. Pupils have good attitudes to their work in information technology. Many pupils were excited by the results of the newspaper front page and this spurred them on to try to attain higher levels of knowledge and skill. They co-operate well with their teacher and classmates at the PCs, helping each other and showing great respect for the machines. Equally they show disappointment when the printers cannot keep pace with the output of the class.
154. Teaching has improved greatly since the last inspection and is now satisfactory. The vast majority of teachers and class support assistants have learned to operate programs with confidence, not least as a result of the input of the Education Action Zone. Their knowledge and understanding have been enhanced by the new equipment and by professional development. Teachers still enthusiastically attend after-school learning sessions and apply their newly acquired skills in class. There is a positive approach to teaching, and to using information technology that was not present at the last inspection. For example, the teacher in a Year 1 lesson used the pupils' own knowledge skilfully to further develop their skills and understanding.
155. Planning is detailed and closely linked to the programmes of study of the National Curriculum. Assessment of pupils' progress is in its early stages and is linked to the Hull certificate that describes the progressive stages of knowledge and skills at colour-referenced levels from Copper to Gold. These have validity beyond the school itself, throughout the local area.
156. Accommodation is good and the equipment that is now in place is also good. The networks now established make class use of the PCs effective and information is available in all parts of the school. Without the quality of the new computers, the present rapid progress would not have been possible. The difficulties with printing and the lack of access to the Internet are the only drawbacks in an otherwise exemplary resource.
157. There have been significant improvements since the last inspection and the subject is now effectively managed by enthusiastic teachers. There has not yet been time for their work and that of class teachers to have a major impact on attainment. The conditions are now in place for standards to improve.

Music

158. Throughout the school, pupils, including those with special educational needs, make sound

progress in music. This can be attributed to teachers developing their own skills to enable them to teach the subject to a competent level. A few pupils in Key Stage 2 make good progress because of the good quality of specialist teachers of violin, cello and trumpet. Whole school singing is good: pupils sing largely in tune with good attention to rhythm and dynamics. Singing in assembly is well supported by about ten girls from upper Key Stage 2 who accompany the singing well on the recorder.

159. Pupils in Year 1 sing in tune and respond appropriately to the meaning of the lyrics, for example, singing 'When you're smiling' happily, and 'When you're crying', sadly. Year 2 pupils imitate different sounds accurately, for example, 'miaow' and control the volume of their voices well. They successfully learned a new song from a BBC tape and quickly recognised familiar tunes hummed by the teacher and other pupils. Year 3/4 pupils copied a range of rhythms satisfactorily by clapping, maintained basic rhythms on percussion instruments and reinforced the strong first beat in the bar. They found it difficult to sing a fairly difficult song from a tape in tune. Year 6 pupils joined in with a Gilbert and Sullivan patter song with some success and appreciated how that and a range of instruments, such as a street piano, reflect Victorian music making.
160. Pupils' attitudes to music are good, overall, in both key stages. They sing with enthusiasm and enjoyment. They respond well to teachers' instructions and enjoy the challenge of performing music accurately. They respect each other's contributions and co-operate well together. These positive attitudes contribute well to attainment and progress. A recorder club held after school attracts some 20 girls from Key Stage 2 and some of the experienced players come to support those new to the instrument. No boys were observed playing the recorder.
161. The quality of teaching is satisfactory. Lessons are carefully prepared and designed to give pupils a rounded experience in music - performing, listening and creating their own responses in 'compositions'. They are introduced to the music of famous composers. For example, Beethoven was the 'composer of the week' in assembly during the inspection. Teachers have realistic, but challenging, expectations for standards of performance in class and these help to promote progress. They use a range of resources soundly to develop listening and appreciation skills.
162. Music contributes satisfactorily to pupils' social and cultural development. Opportunities for performance in and out of school, for example at Christmas and in occasional summer productions, give pupils confidence, and enhance their appreciation of the need for precision in music making. Occasional visits from musicians and music-theatre groups develop pupils' appreciation further. However, withdrawal of pupils from some classes means that they are not getting full access to the curriculum in music.
163. Leadership and management in music are satisfactory. The music co-ordinator is newly appointed, and is developing recorder playing in the school. She is keen to expand opportunities for performance. Resources for music are satisfactory, although there is a need for more keyboards and more ethnic instruments, for example, African percussion, to broaden pupils' knowledge and skills.

Physical education

164. Pupils make sound progress in all aspects of physical education and pupils with special educational needs make good progress, overall. Progress in dance has improved since the last inspection. There are occasions when progress is good for all pupils and this is a result of the

expertise and enthusiasm of staff.

165. In Key Stage 1, pupils warm up sensibly at the beginning of the activity and respond to the lesson with satisfactory concentration. They follow instructions from a recorded tape 'Time to Move' competently and make good attempts to portray in movement the various scenarios depicted, for example, building a dry stone wall. They follow the steps of a 'Harvest Dance' successfully and begin to copy a Morris dance routine satisfactorily. In Years 3 and 4, pupils successfully follow the pattern set by a partner and incorporate different shapes, for example, a rectangle, in their movements. Year 6 pupils make good progress in their creative responses to musical and verbal stimuli. They devise imaginative responses to a space scenario, for example, simulating weightlessness.
166. Pupils dress appropriately and change efficiently for their lessons in physical education. They have positive responses to the subject. Pupils work well in pairs and small groups and support each other well. They appreciate and respect each other's demonstrations and, when given the opportunity, show good initiative. Pupils respond particularly well when teachers show that they have the highest expectations of them in terms of attainment and behaviour.
167. The quality of teaching has improved since the last inspection and in all the lessons observed during this inspection the quality of teaching was at least satisfactory and, in about one third of lessons, good or very good. In the best lessons, teachers dress appropriately, have very high expectations and interject effectively to make suggestions to improve techniques. Very effective pupil management enables the lesson to move along briskly so that pupils' attention is fully engaged. There is very good attention to safety. Pupils are used well to demonstrate good techniques and are encouraged to evaluate each other's work with sensitivity. Where teaching is satisfactory, the same degree of rigour is not present so that the pace of the lesson slackens, attainment loses its edge and becomes satisfactory as opposed to good.
168. Progress in swimming is satisfactory. The school participates in the local education authority's swimming programme in which Year 4 pupils swim on 16 successive school days. This concentrated period of teaching means that skills learned on one day can be quickly built on and extended the following day. In 1999, over 80 percent of pupils were able to swim the required 25 metres by the time they left the school at the end of Key Stage 2.
169. The management of physical education is satisfactory. Pupils in Key Stage 2 have satisfactory opportunities for extra-curricular coaching in netball and rounders (taken by a parent) and football (taken by the headteacher). These opportunities are open to boys and girls and are normally attended by some 20 pupils. Outdoor and adventurous activities in Key Stage 2 are undertaken locally, although some Year 6 pupils have the opportunity for a week's residential experience. Resources are satisfactory and have been improved by the school's participation in the national scheme 'Top Play'. The school's internal accommodation for physical education is good and, outside, there is a good hard play area and a playing field. There has been little recent professional development to improve staff expertise.
174. **Religious education**
170. At the end of both key stages, attainment is in line with the standards expected of pupils following the locally agreed syllabus for religious education. The breadth of the programme in the school is somewhat narrow, but the learning within these limited areas of study is thorough .

171. Progress across both key stages is satisfactory, with younger pupils following a mainly oral course and older pupils following one in which written work is more important. At the early part of their study in religious education, the Key Stage 1 pupils develop a satisfactory understanding of relationships and the meaning of family groupings. They progress from knowing about celebrations such as birthdays, Guy Fawkes and weddings, to some concept of Christmas as being a time that has greater meaning than the giving of presents. They learn of the important Christian festivals and participate in giving to others at harvest time, so that their understanding deepens. In Key Stage 2, the approach becomes more detailed. The parable of the Good Samaritan is explored and related to everyday life. Through its study, there is a growing realisation of the value and importance of helping others, both those we know and those we do not know. The detail of the Christian Year is followed, the significance of the different events in the life of Jesus is better understood and His value are satisfactorily known. The Jewish faith and the practices of Judaism are a large part of the work in Key Stage 2, and, as a result, the practices and importance of the Shabbat and other parts of Judaism are well known and understood. There is little evidence of the other faiths and philosophies in the programmes of study being followed and this is what makes the end result narrow. Little time is spent in reflection on the deeper issues of religion. The time available for religious education is low in comparison to other similar schools and this is a constraint on developing wider knowledge and understanding. Nevertheless, more could be included to widen the horizons of pupils and to give them an understanding of people of other faiths that form part of their society. They are under-prepared to be effective participants in a multicultural world.
172. Pupils' attitudes to religious education are satisfactory, overall, and sometimes good. They are good when pupils' interests are engaged by activities which catch their attention and where they are given good opportunities to contribute. For example, pupils in a Year 1-2 lesson listened carefully to one of their classmates and then applauded the contribution. Where attitudes are satisfactory, the work is less interesting and pupils' interest is less engaged.
173. Teaching is at least satisfactory in both key stages, with a small number of lessons being good. Where it is satisfactory, teachers have a sound knowledge of the facts and their implications and use explanation and question and answer sessions soundly to underpin learning. Too little time is spent in discussion in Key Stage 2. Written material is normally limited to answering questions from worksheets, resulting in over much copying. The lack of artefacts and under use of material such as video clips, means that most of the information comes from teacher explanation and the guided use of books. This is well done, but lacks the reality or immediacy that makes for a greater understanding of religion. Where teaching is good, questioning focuses on pupils' own experiences and care is taken to relate the issues under discussion to the pupils' everyday lives.
174. Work in religious education is adequately planned and managed, but little assessment is done. Work proceeds according to the schemes of work, with pupils' writing reflecting their literacy skills rather than their knowledge of the subject. Religious education is still taught at a satisfactory level, as was the case at the last inspection. However, many opportunities are lost to expand its influence in the pupils' lives and to use the content of the lesson to promote spiritual development.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

175. A range of evidence was gathered from a variety of sources:

- before the inspection, there was a meeting for parents and an analysis was made of returned questionnaires and comments;
- 24 inspection days were spent collecting information in the school by a team of 5 inspectors, one of whom was the lay inspector;
- the team undertook a range of lesson observations in all classes and other groups;
- a representative sample of pupils was heard reading aloud and they discussed their reading with the inspectors;
- pupils were questioned about their work;
- samples of pupils' work from each year group were scrutinised, as well as displays of work around the school;
- registration periods, assemblies and acts of collective worship were observed;
- pupils' behaviour in the playground, around the school and in classrooms was observed;
- discussions were held with members of the governing body, the headteacher, teaching and non-teaching staff;
- the team also scrutinised the minutes of governors' meetings, their annual report to parents, teachers' plans, curriculum and other policy documents, pupils' records and attendance registers.

181. DATA AND INDICATORS

181. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of special educational needs	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	388	5	153	206
Nursery Unit/School	51.5	1	1	0

181. Teachers and classes

181. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	18.1
Number of pupils per qualified teacher:	21.4

181. Education support staff (YR - Y6)

Total number of education support staff:	12
Total aggregate hours worked each week:	235

181. Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	25.8

181. Education support staff (Nursery unit)

Total number of education support staff:	5
Total aggregate hours worked each week:	85.5
Average class size:	25.9

181. **Financial data**

Financial year:	1998-99
	£
Total Income	781,949
Total Expenditure	805,240
Expenditure per pupil	1,813.60
Balance brought forward from previous year	26,151
Balance carried forward to next year	2860

181. **PARENTAL SURVEY**

Number of questionnaires sent out: 478
 Number of questionnaires returned: 72

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	65	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	44	1	1	0
The school handles complaints from parents well	29	54	13	1	0
The school gives me a clear understanding of what is taught	31	52	7	7	0
The school keeps me well informed about my child(ren)'s progress	35	49	8	4	1
The school enables my child(ren) to achieve a good standard of work	35	56	1	3	0
The school encourages children to get involved in more than just their daily lessons	25	51	9	8	1
I am satisfied with the work that my child(ren) is/are expected to do at home	29	54	7	4	1
The school's values and attitudes have a positive effect on my child(ren)	35	57	4	0	0
The school achieves high standards of good behaviour	32	53	13	1	0
My child(ren) like(s) school	47	46	3	0	0

181.

181.