

INSPECTION REPORT

HEDON PRIMARY SCHOOL

Hedon

LEA area: East Riding of Yorkshire

Unique Reference Number: 117851

Headteacher: Mr P E Rimmer

Reporting inspector: Dr D A W Biltcliffe
1025

Dates of inspection: 3rd – 6th April 2000

Inspection number: 192399

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Marshall
Date of previous inspection:	9 th – 13 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr D A W Biltcliffe	Registered inspector	History Equality of opportunity	Results and pupils' achievements Teaching and learning
Mrs J W Biltcliffe	Lay Inspector		Attendance School's partnership with parents
Mr R Coupe	Team inspector	Design and technology Geography	Pupils' welfare, health and safety Efficiency, staffing, accommodation and learning resources
Mr R Heath	Team inspector	Mathematics Information technology	Leadership and management
Mr J J Peacock	Team inspector	Special educational needs Science Physical education	
Dr J D Ward	Team inspector	Art Music	Curriculum Assessment
Miss M A Warner	Team inspector	English Religious education	Attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 281 pupils aged 5-11 and is slightly larger than average. The social and economic background of its pupils (as measured by known eligibility to free school meals) is broadly average. The overall level of attainment of pupils on entry to the school is usually well below the national average. The proportion of pupils with statements of special educational need (SEN) is broadly average, but rising. The proportion (a quarter) of pupils on the school's SEN register is a little above average. The school's population is almost entirely white. There were no children in the school under the age of five at the time of the inspection. Pupils are always taught in mixed-age classes except in Years 5 and 6.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education overall. It has a powerful ethos of great care and nurturing of children. Most pupils make satisfactory progress. The overall standard of attainment by Year 6 is close to average in nearly all subjects, but could be a little higher in writing and mathematics. The school's leadership is very caring, thoughtful and committed. The school is generally very well managed and organised, but insufficient attention has been paid to tracking pupils' progress. Teaching is good overall. The atmosphere in the school is warm, very well-mannered and caring. Overall, the school has far more strengths than weaknesses and is committed to trying to improve standards. It gives good value for money on its low level of funding.

What the school does well

- Outstanding ethos of care and nurture for pupils, particularly in their moral and social development.
- Teaching is good on the whole.
- Pupils are very well behaved, work and play very well together, and show interest and maturity in their studies.
- The headteacher provides clear, committed, caring and calm leadership to the school.
- Standards in art and in design and technology are above average by the end of Year 6.
- Pupils' attendance and punctuality are good.

What could be improved

- Attainment in writing and mathematics could be higher by improving some weaknesses in teaching.
- The evaluation of the school's academic performance is not rigorous enough.
- Parents receive little information about what is to be taught or how homework is managed.
- Teaching time is too low in Years 3-6; the shortfall restricts the amount of content that can be taught.
- Neither the teaching of religious education nor the formal appraisal of teachers meets statutory requirements.
- Explanations and discussions are hindered by the wide spread of ages in some classes.
- The public footpath running through the school's site presents a major risk to both pupils and staff.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made broadly satisfactory progress overall since its last inspection in December 1996. Very few weaknesses were identified at that inspection and the school has partly improved them. For example:

- the school's development plan is now comprehensive, well prioritised and detailed; and
- the school has produced a thoughtful policy for higher-attaining pupils.

Insufficient progress, however, has been made in:

- evaluating whether the progress of the school overall is good enough; and
- ensuring that work is always sufficiently demanding for high-attaining pupils.

Pupils' overall standard of attainment in National Curriculum tests is lower than it was in 1996 (the school's best year for test results), but is similar to 1995. The school's good teaching has made a further slight improvement. The school's introduction of the national literacy strategy has been slow, but its emphasis on literacy and numeracy is gradually paying dividends. The school has successfully sustained its powerful ethos of care and diligence. Overall, since 1996 the school has shown a satisfactory capacity in most of its work, but with a few weaknesses remaining, to sustain and improve its practice. Its management has (rightly) identified the need to secure further improvement in literacy and numeracy as its priority.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	E	E*
mathematics	D	E	E	E
science	B	C	D	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Pupils' overall standard of attainment is below average by the end of Year 2, but close to average in nearly all subjects by the end of Year 6. Results in the national tests for both 7 and 11 year olds in the core subjects of English and mathematics in 1999 were well below both the national average and the level achieved by many schools of a similar kind. The trend in the school's results is lower than the national trend. Pupils generally make satisfactory progress through the school, however, from their low overall level on entry. The standard of work seen during the inspection was at a higher and broadly average level by the end of Year 6 because of an increased emphasis on, and better teaching of, literacy and numeracy. Pupils' overall attainment by Year 6 is average in English and science; attainment in mathematics is below average and could be higher. The highest standards in the school are achieved in art and in design and technology as a result of thorough and imaginative teaching. The major reasons in the school for pupils' generally reasonable rate of progress are the quality of teaching they receive, the school's very calm and orderly atmosphere and pupils' willingness to concentrate and work hard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Nearly all pupils are keen to learn, work hard and concentrate well.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils display polite, sensible and mature behaviour. A very orderly school.
Personal development and relationships	Outstanding. A great strength of the school.
Attendance	Good. Pupils are punctual for school and for lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
in the lessons seen overall	Good	Good

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

Teaching is good overall. Teaching was at least satisfactory in 96 per cent of lessons, good in 38 per cent and very good in 16 per cent of those seen. Four per cent of lessons seen had unsatisfactory teaching. Teaching is good overall in English, mathematics and science. Pupils show good interest and concentration and work steadily. In well-taught lessons pupils make good progress through teachers' clear explanations, a brisk pace, very good discipline and rigorous work. Unsatisfactory teaching is characterised by low intellectual demand and expectations and a slow pace of work. The improvement of a range of minor weaknesses in teaching is central to raising pupils' standards of attainment further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally well balanced, but not enough religious education. Teaching time is too low for Years 3-6. Satisfactory range of extracurricular activities.
Provision for pupils with special educational needs	Good, flexible provision. Pupils soundly taught and usually make satisfactory progress. Parents are closely involved in reviews of pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' spiritual and cultural development is well fostered. Provision for their moral and social development is outstanding and a major strength of the school. The school cultivates the all-round development of pupils well.
How well the school cares for its pupils	A very high level of care is provided. All aspects of pupils' welfare are well monitored. A very friendly school.

The school works closely with parents and tries to keep them well informed, but there is more work to be done on providing information to parents about what is taught and the scope of homework. The school provides a satisfactory range of extracurricular activities. Not enough religious education is taught, however, in a way consistent with the local Agreed Syllabus. Children are very well looked after, but the public footpath that runs through the school's grounds is a major risk to both pupils and staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Headteacher's leadership is of a high order and secures a very positive atmosphere throughout the school. Good teamwork amongst the staff. The school is very well organised and runs smoothly.
How well the governors fulfil their responsibilities	Governors take an active interest in the life of the school and are supportive.
The school's evaluation of its performance	Careful monitoring of most aspects of the school's life - particularly pupils' welfare. Inadequate monitoring, however, of school's academic performance.
The strategic use of resources	Good planning and monitoring of expenditure. Money carefully spent. Funds are effectively used. School has good financial management.

Most aspects of management and organisation are strong and effective. The school monitors most aspects of individual pupils' progress well and has a wide range of data, but does not evaluate its overall academic performance rigorously enough. Staff are generally well matched to their subject responsibilities and the ages of the children they teach. The school's very good accommodation and attractive site complement a good range of books and equipment well. The school looks carefully at how it spends its low budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's hard work and care. • Their children's liking for school. • The good progress their children make. • The school's management and sense of purpose. 	<ul style="list-style-type: none"> • More homework and extracurricular activities. • National test results. • More information on children's progress. • A closer working relationship with school.

Inspectors' judgements support the positive views that parents express. The school's leadership is enlightened, committed, well organised and very caring. Children enjoy coming to school. Most pupils make satisfactory progress.

Inspectors agree that not enough homework is set. National test results largely reflect pupils' earlier attainments, but could be higher in English and mathematics. In contrast, inspectors consider that the range of extracurricular activities on offer is reasonable and typical of a school of this size. Reports on pupils' progress are generally detailed and the meetings for parents to review pupils' progress are on a good, termly cycle. The school values the role of parents, but provides too little information to parents about what their children will study.

Overall, parents and the wider community have a very favourable view of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When pupils join the school in the reception class, their level of attainment varies widely from well above average to low, but is well below average overall in most years. Pupils' overall standard of attainment in current classwork at the end of Key Stage 1 (Year 2) is below average, but is close to average by the end of Key Stage 2 (Year 6). The school's national test results were average in 1996, but have been well below average over the 1997-1999 period.

2. In 1999, in the National Curriculum tests taken towards the end of Year 2, the proportion of pupils who attained the national yardstick of at least level 2 was well below average in reading and writing, but just a little below average in mathematics. The 1998 results were similar (except for the well below average result in mathematics). The proportion of pupils reaching the higher level 3 in the tests in 1999 was average in reading, but well below average in writing and mathematics. No pupil has reached level 3 in the national tests in writing over the last three years in contrast to an average performance in reading by 1999. The lower performance in writing is at least partly explained by, until recently, insufficient emphasis on phonics and insufficient urgency in moving through the early stages of writing.

3. Based on average points scores, pupils' overall attainment was well below the national average in all of reading, writing and mathematics. Girls' overall attainment in national tests was higher than that of boys at the end of Year 2 in all three aspects in both 1998 and 1999. When they are compared with the national averages for their respective sexes, boys and girls in this school performed similarly in reading and mathematics, but girls did better than boys in writing.

4. Pupils' overall attainment in the 1999 national tests in this school at the end of Year 2, when compared with that achieved in schools with a similar background (as measured only by the proportion of pupils known to be eligible for free school meals), was well below average overall. The ratings were, however, stronger for the proportions of pupils reaching the higher level 3 in writing (just below average) and reading (broadly average), although well below average in mathematics.

5. When the pupils currently in Year 2 joined the school, the limited evidence available suggests that their overall level of attainment was well below average. The standard of their current work is broadly average in most subjects, but is a little below average overall in English and mathematics. Available evidence suggests that most pupils have made broadly satisfactory progress during their time in school and made some gains towards the national average. Within the last year the school has speeded up the early stages of pupils' writing and put much greater emphasis on "phonic" work. This change has brought about improvement in pupils' performance and confidence. Most teaching in the key stage is good, but teachers' expectations need to be raised in order to improve pupils' levels of attainment and progress further.

6. In the National Curriculum tests taken towards the end of Year 6 in 1998 and 1999, pupils' attainment of at least level 4 was well below the national average in English and mathematics. It was average, however, in science in 1998 and only slightly below average in 1999. The proportions of pupils reaching the higher level 5 in 1999 were close to average in English and average in mathematics and science - a distinct improvement on the comparable results in 1998. Teachers' assessments of Year 6 pupils in 1999 were very close to what pupils achieved in the National Curriculum tests at both levels 4 and 5. The average points score of boys in these tests over the 1996-1999 period shows a steady decline

in attainment - least in science and greatest in English. Girls' overall achievement during this period, however, was very similar to what girls achieved nationally in English and science, but was a little lower in mathematics.

7. When the school's results at the end of Key Stage 2 in 1999 are set alongside those of schools with a similar "free school meals" background, this school's performance was below average overall. Pupils' achievement was average for the group at level 5+ in mathematics and science, but below average in English. It was well below the group average in all three subjects at level 4+. On the basis of average points scores, pupils in this school performed at a below average level in science, well below average in mathematics and at a low level in English.

8. The overall standard of pupils' work currently in Year 6 is close to average in nearly all subjects. It is below average in mathematics, but above average in art and in design and technology. Pupils' overall level of attainment is, relative to their ages, a little higher at the end of Key Stage 2 than at the end of Key Stage 1. Pupils made reasonable overall progress in science from Year 2 in 1995 to Year 6 in 1999, but lost a little ground overall in English and mathematics.

9. The overall standard of attainment in the national tests at the end of Key Stage 2 in 1999 was lower than at the time of the last inspection in 1996, though similar to the results of 1995. The small amount of nationally standardised information available about the attainments of the Year 6 pupils in 1999 indicates that they were below average in overall capability. Other evidence, too, suggests that the 1999 results were largely consistent with these pupils' earlier levels of attainment in the school and in line with their performance in the 1995 Key Stage 1 national tests.

10. As at Key Stage 1, teachers' increasing confidence and expertise in implementing the literacy strategy are raising standards in reading and writing in Key Stage 2. The numeracy strategy shows signs of beginning to secure similar improvement in mathematics. It is yet, however, to bear full fruit. Teaching generally capitalises well on pupils' potential, but does not overall sufficiently extend the capabilities of high-attaining pupils.

11. There is considerable variation in pupils' standards of reading. The overall standard is average by the end of Key Stage 2, when pupils read well enough to understand clearly the work they are set. Pupils generally read aloud with reasonable fluency and expression. Most read non-fiction books satisfactorily to glean information, although the skimming of a variety of texts for significant snippets of information is underused by older pupils. Throughout the school pupils are helped to improve their reading by an increasing emphasis on "phonics" and by an extensive range of well-organised reading schemes. Reading standards are, however, held back a little by teachers' insufficient diagnosis and recording of the difficulties pupils find in their reading material. The location and range of books in the library limit the opportunities for older pupils (in particular) to carry out guided research.

12. By the end of Key Stage 2 the overall standard of writing is average. The majority of pupils carry out written tasks to a reasonable, average standard of content, but a significant minority are below average. In many cases pupils are helped to organise their writing well, in a variety of styles, through their teachers' provision of suitable guidelines and structures. In a minority of lessons the quantity of pupils' writing is low, because they are allowed to spend too much time on inessential preparation. In contrast, pupils produce many good examples of extended, analytical writing, as in the writing-up of scientific investigations. The taking of notes is infrequently practised and, consequently, of unsatisfactory standard. Pupils' presentation of work and their handwriting vary very widely: much extended writing of a high standard and beautifully mounted is displayed around the school, but a significant minority of everyday work lacks neatness. The school's handwriting policy is implemented inconsistently: the result is a wide variation in quality and a below average standard overall. Spelling and

punctuation are below average overall, partly because important common or specialist words are not widely enough displayed around classrooms.

13. Pupils listen very carefully to their teachers and to one another throughout the school. Irrelevant chatter is rare. Pupils' standard of speaking is broadly average in clarity, audibility and expression. Pupils very willingly answer questions. Although few pupils sustain a long conversation or confidently discuss issues in depth, many good examples were seen in Year 6 - as, for example, when the class identified how conjunctions are used or how punctuation can affect the meaning of sentences.

14. The overall standard of mathematics of five year olds and by the end of both key stages is below average. Numeracy across the curriculum is close to average: pupils generally handle written numerical problems satisfactorily, but have below average competence in mental mathematics. Pupils' application of mathematics to solving problems and interpreting data in subjects such as science and geography is broadly average. The numeracy strategy already gives evidence of helping to improve pupils' standard of work.

15. Standards of achievement in science are broadly average by the end of both key stages. Pupils' knowledge of the subject is sound: most acquire a good range of knowledge about scientific processes in everyday life, understand their work satisfactorily and show confidence in applying what they have learned to new problems. The quality of discussion, scientific exploration and written summaries of experimental work are generally of good quality, owing largely to well-informed teaching. Pupils show great interest in the subject.

16. Pupils' attainment in IT is close to average at the end of both key stages. Pupils are generally competent in word processing and a few manipulate computerised images very well. Pupils' ready access to computers in all classrooms is an important reason for their competence. Attainment in religious education (RE) is broadly average and in line, at the end of both key stages, with the level required by the local Agreed Syllabus. It lacks, however, the required breadth of study to meet requirements because of insufficient teaching time. By the age of 11, pupils therefore have a below average breadth of knowledge of the beliefs, faiths and traditions of major world religions.

17. Pupils' overall level of attainment in other subjects is broadly average by the ends of Year 2 and Year 6. Attainment is, however, above average by the end of Year 6 in art and in design and technology. This higher level has been achieved as a result of the high expectations, thorough planning and subject confidence of teachers as well as the considerable enthusiasm and high work rate of pupils. The considerable improvement in design and technology since the last inspection has come about through the school's thorough overhaul of how the subject is taught and by positive planning to secure the necessary changes.

18. The school has a good basis overall for reliably charting and reviewing its progress and accomplishments. It has a generally sound range of data on pupils' attainments, but lacks sufficient data when pupils join the school for the school's management to gauge accurately the school's progress over time. The school's targets for pupils' achievement at the end of Key Stage 2 in this year's national tests are appropriately higher than those achieved in 1999. The evidence of the inspection suggests that the school's targets should be broadly in line with the national average - with due allowance made for any unusual proportions of pupils at either end of the ability scale. The level of attainment of pupils with special educational needs is generally reasonable and in line with the targets set in their individual educational plans. They make satisfactory overall progress throughout the school.

Pupils' attitudes, values and personal development

19. Pupils' attitudes to school are good and their behaviour is generally very good. These attributes are similar to what they were at the previous inspection, contribute substantially to pupils' good learning and are a great strength of the school. In the reception class, for example, pupils discuss work well in plenary sessions and are lively, well behaved and excited about their work. Throughout Key Stage 1, pupils are generally keen on their work and maintain their interest throughout lessons. Only occasionally - as in one class where a high-attaining pupil's keenness to answer questions was inadequately channelled - do pupils show signs of disillusionment or coasting.

20. In Key Stage 2, pupils are eager to get on with their work and show enthusiasm. They have positive attitudes, are willing to participate and, overall, have a good level of concentration. Occasionally, they become fidgety or a little noisy when the introductory part of the lesson is too long. Difficulties with individual pupils are usually handled very well. In a physical education (PE) lesson, for example, the teacher controlled and redirected well the unsatisfactory behaviour of a pupil with special educational needs, when other pupils became annoyed with his behaviour. Pupils usually listen carefully in RE and as a result are able to answer questions about biblical stories well. By the end of the key stage pupils show sustained concentration in literacy lessons, work hard to improve their work and are very well motivated. Boys in particular show enjoyment of English and put up their hands to answer most questions.

21. When working in groups or with a partner, pupils are very well focused on their work. In mathematics, for instance, they show a good level of application and a serious approach to the subject. In most lessons they have a mature attitude and get down to work quickly. Pupils with special educational needs take a full part in lessons: when working in groups, they work hard, enjoy the success they gain and appreciate the attention they receive. In a very small minority of lessons pupils (particularly girls) are passive when the whole class is being taught, because the teacher does not identify and encourage those who do not contribute orally.

22. Pupils' behaviour in lessons and about the school is very good indeed. Pupils are polite and, for example, hold doors open for both adults and one another. There is a very purposeful calmness about the school. Pupils have many opportunities for taking responsibility and carry out duties with maturity and reliability. Younger pupils, for example, regularly carry out tasks in their own classrooms. Older pupils set up the hall for assembly each day and take responsibility for operating the hi-fi system. In Year 6 there are compulsory litter and library patrols as well as voluntary opportunities to help to supervise younger pupils at playtimes or lunchtime. Pupils look after the school's musical instruments, the outdoor courtyard and the indoor plants carefully and help with gardening. They also show initiative in Year 6 when making formal suggestions to the headteacher, before they leave the school, as to what improvements could be made to the life and work of the school.

23. Provision for pupils' personal development is very good. The whole ethos of the school is very supportive and helps pupils to realise their impact on others. Pupils are given confidential opportunities to talk through any problems they may have and to find ways of solving them themselves, but any signs of oppressive behaviour are dealt with very firmly. The staff know their pupils very well as individuals and provide sensitively and flexibly for their individual needs. At times, the values of the school and home may not be consistent, but within the school pupils are very clear as to what behaviour is acceptable and behave well. Adults foster a calm approach in school, take a firm stand when necessary and have a purposeful way of encouraging pupils. Relationships in the school are very good. The whole ethos of the school contributes very powerfully to pupils' very good attitudes, behaviour and personal development. Nearly all parents who responded to the pre-

inspection questionnaire believe that the school helps their children to become mature and responsible, that behaviour is good and that their children like coming to school. The inspection strongly confirms these views.

24. Pupils' attendance is good and shows further improvement on the good position at the last inspection in 1996. In the 1998-1999 academic year, for example, pupils' overall attendance was 94.4 per cent - in line with the pattern of attendance nationally. The level of authorised absence in the same year (5.3 per cent) was close to the national average, but the amount of absence without good reason (0.3 per cent) was lower than average. Attendance improved further to 95.3 per cent in the Autumn Term of 1999. These good levels of attendance are partly achieved through the high importance that the headteacher and his staff place on all aspects of encouraging, monitoring and recording attendance.

25. Pupils' punctuality for school is good. Pupils are also punctual for lessons: at the end of breaks and lunchtime the vast majority enter school quickly and the few stragglers are suitably chivvied along. Pupils settle down promptly and quietly to work.

HOW WELL ARE PUPILS TAUGHT?

26. Teaching in the school ranges from very good to unsatisfactory, but is good overall. It is broadly satisfactory or better in nearly all lessons. In almost two-fifths of all lessons the teaching is good and in a further sixth it is very good. In four per cent of the lessons inspected the quality of teaching was unsatisfactory. The evidence of the lessons seen shows clearly that in lessons where there is very good teaching pupils achieve noticeably greater depth of learning, high standards and good progress.

27. The quality of teaching is slightly higher than that reported at the last inspection in 1996 and most of the weaknesses noted then have been improved. Pupils' knowledge and understanding in design and technology is now good and is above, rather than below, average by the end of Year 6. Classroom support assistants generally work closely with teachers and sometimes help children in an impressive way. An appropriate balance is now struck in physical education (PE) between practical work and pupils' observations of the quality of work of their peers. In contrast, the lack of challenge for the highest attaining or most able pupils identified in 1996 still remains a weakness in a minority of lessons.

28. Teachers generally have a sound knowledge of the subjects they teach, based either on appropriate initial training or expertise acquired later. This knowledge enables teachers to give clear explanations, to select appropriate topics for study or illustration, and to pose probing questions. In an English lesson with pupils in Year 6, for example, the teacher guided pupils very well to identify how complex sentences are constructed and punctuated and to note how a feeling of suspense can be created in writing by varying the length of sentences. In a mathematics lesson in Years 3 and 4 the depth of the teacher's knowledge was clearly revealed by her use of penetrating questions to extend pupils' understanding into associated areas of study. Teachers are sometimes very confident in posing open-ended questions, because they have the extensive knowledge on hand to answer pupils' questions convincingly and accurately.

29. This academic year the school has put much effort, with increasing success, into the improvement of pupils' literacy. This is in contrast to its earlier emphasis on "look and say" methods and its insufficient practice of phonic work. It has also become much more proactive in Key Stage 1 in encouraging pupils to write at an early stage rather than to wait for writing "to emerge". The inadequacies in the school's earlier ways of teaching reading and writing are partly responsible for the below average standard of literacy recorded in national tests.

30. The school's more recent clear focus on the structure of language has yet to feed through into improved external results. It has, however, already resulted in an improved quality of work in class and a much greater interest amongst boys in the structure and mechanics of language. The teacher-led discussion on expressive language in Jack Prelutsky's poem *The Invisible Beast*, for example, led Year 4 pupils to comment that such learning "really opens your eyes". In another lesson pupils' writing was brighter and sharper as a result of their confidence in using a greater range of conjunctions. Words sometimes remained misspelled for long periods of time, however, because they had not been corrected sufficiently at an early stage or (especially in Key Stage 1) displayed prominently around the classroom or in topic-related word lists.

31. The organisation and teaching of numeracy are satisfactory overall. Teachers generally make clear and specific introductions to new work, though these are occasionally too long. Their main teaching activities are well organised, linked carefully to previous work and incorporate a suitable range of whole-class, paired or group work. Teachers are good at using pupils' mistakes to improve the latter's thinking or calculations, but weaker on ensuring that pupils can work without immediate recourse to them if they need help, finish early or require resources. Plenary sessions are used well to summarise key facts or to sort out misconceptions, but only a little for forming mathematical generalisations. Number lines and mathematical vocabulary are displayed and used, but not enough.

32. In most lessons teachers set and achieve appropriate standards of learning for pupils, but their expectations of what pupils can achieve are too low in a minority of lessons. In these lessons pupils' thinking, knowledge or understanding are insufficiently extended. This is sometimes because the work set is too easy, because too little ground is covered in the time available or because fairly simple answers are accepted without deeper probing or alternative ideas and explanations being thoroughly examined. Sometimes far too much time is spent on such things as colouring in outlines and drawing fancy patterns or columns rather than on extended writing and rigorous discussion. This unprofitable use of time and consequent skimpy written work is partly responsible for the quality of some pupils' written work being lower than what they are capable of producing. Pupils of high capability are not consistently provided with work which makes them think hard and solve problems to a high oral or written standard.

33. In the best lessons teachers explain the purpose of lessons precisely, set appropriate and clear timescales for each activity (and, importantly, keep to them), pose thoughtful questions and require pupils to give answers in suitably precise or technical language. They encourage pupils to explain the basis of their thinking and the steps in their arguments, so that everyone is clear about their meaning. In history, for example, the youngest pupils were asked to look closely at photographs of local buildings they had visited and then answer such questions as "how do we know which building is old or new?" In English, pupils in Year 6 analysed how an author achieved a sense of urgency, suspense or action by variations in the length of sentences. Such thoroughness and intellectual rigour stimulated pupils to think critically and deeply and was often the key in lessons to pupils producing a high standard of work.

34. Teachers plan lessons well. They generally have clear structures and suitably detailed notes for their lessons, often drawn appropriately from cooperative planning across the school. Teachers are usually clear about what they want to achieve: they map out the use of time well and most adhere to suitable timescales. They generally revise briskly and coherently the content of previous lessons and divide up the main time into suitable activities.

35. In the best lessons teachers share the aims and stages of lessons clearly with their pupils, but in a significant minority of lessons give insufficient detail about what is to be studied and why, thereby missing the opportunity to raise pupils' interest in what is to come. The ends of lessons are quite often weaker than the beginnings, because teachers do not always spend the last few minutes drawing cogently and briskly together precisely what has been achieved and learned earlier. As a result, pupils are not

always clear about the full significance of the lesson and teachers are not sure about the depth of pupils' understanding. The best-paced lessons often had brief intermediate plenary summaries that sharpened pupils' thinking and moved work along briskly and rigorously.

36. Most lessons have an appropriate balance of explanation and direction from teachers, interspersed by pupils working individually, in pairs or in groups on specific tasks. As a result, pupils are generally confident in expressing a point of view and listen carefully to what others have to say. Teachers are generally good at using question and answer sessions to take pupils over new ground, gradually leading them on to understand new ideas.

37. In the best lessons the steps taken and language used provide extensive basic information and ideas for all pupils, but also extend the thinking, knowledge and imagination of those who are most capable. In these lessons teachers ensure that pupils use suitably precise vocabulary, take pleasure in the use of technical or expressive words, clarify misconceptions and encourage pupils to examine ideas in fine detail. In a few lessons brainstorming and note-taking are well used. On the whole, however, teachers do not encourage pupils sufficiently to take quick notes of significant points that can be used later in paired or group work, for whole-class discussion or for extended written work. This omission helps partly to explain why the overall standard of writing in the school is lower than it is in reading.

38. Most lessons are very well managed. Pupils know exactly what is expected of them - as they do in their conduct around the school - and respond well. The control and direction of pupils are calm, precise, caringly positive and unfailingly courteous. For example, pupils take out and put away a wide range of gymnastic equipment with minimal direction and without fuss. The level of noise in classes is very low: the atmosphere is quiet and purposeful. Pupils nearly always come quickly to order. Only occasionally do a minority wish to carry on working when their teacher requires their attention - usually because the teacher has not given them clear guidance that the time for a change of activity is imminent.

39. Time is usually used satisfactorily, though too little is accomplished in a minority of lessons. This is sometimes because too much time is spent on superficial activities or because the lesson is allowed to move along at too slow a pace. Books and equipment are very well organised throughout the school. Both teachers and pupils use IT well for word processing and desktop publishing.

40. Teachers generally assess pupils' work and progress satisfactorily during lessons. They usually check pupils' progress by suitably circulating round the class and making quick assessments. In a mathematics lesson in Year 6, for instance, the teacher appropriately praised good work and helped some pupils, through discussion, to detect their own mistakes and make improvements. Most teachers mark work carefully with helpful advice on how future work can be improved. Teachers do not, however, set homework to a regular pattern, and during the inspection virtually no homework was set. This underuse of homework is a weakness and one of the very few aspects of the school with which a minority of parents express dissatisfaction.

41. Teaching is good overall throughout the school. It is satisfactory in geography in Key Stage 2 and in information technology (IT), PE and RE throughout the school. It is very good in design and technology in Key Stage 2. In no subject is it unsatisfactory overall. In all other subjects and key stages it is good.

42. Pupils generally make satisfactory progress in their studies because of the quality of teaching they receive and the school's powerful ethos of orderly calm. Pupils with special educational needs - and especially those with statements - usually make reasonable progress in literacy and numeracy. Higher-attaining pupils often make appropriate progress, but do not do so in a significant minority of lessons,

because work is too easy for them. Boys and girls, on the whole, make similar progress: both sexes generally concentrate well and are conscientious in carrying out their work.

43. Most pupils try hard and take part in lessons with obvious enjoyment or curiosity. They settle down quickly and calmly to work and persevere with the tasks set for them. They can be trusted from an early age to search out information and exercise sensible initiative. Pupils make broadly satisfactory progress in their learning in Key Stage 2 in geography, and throughout the school in mathematics, history, IT, PE and RE. They make good progress in their learning in all other subjects and key stages. Taking into account the fact that pupils' overall standard of attainment is, in most years, well below average when they enter the school, is below average by the end of Key Stage 1, but is close to average overall by the end of Year 6, the rate of pupils' progress represents a broadly satisfactory achievement by the school – but it could be greater. The school's central task is now to secure a greater rate and depth of progress in the knowledge and understanding that pupils acquire as they move through the school.

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

44. Taken as a whole, the curriculum provides a broad range of very worthwhile opportunities for learning which meet the overall needs of all pupils well. The curriculum cannot, however, be regarded as wholly satisfactory, because it does not fully meet statutory requirements in the provision of religious education. In all other subjects work is well planned. Long-term plans, for example, follow a two-year cycle, and the plans for both the medium and the short term give clear guidance, in appropriate detail, as to what is to be taught. The school achieves a suitable balance between the learning that goes on within topics and what is more appropriately taught under subject headings.

45. Although the use of phonics in a whole-school approach to the teaching of reading and writing was slow to be implemented, the teaching of literacy is now based on an effective range of methods. Both literacy and numeracy are now taught in line with the national guidelines for promoting these aspects. In most lessons the strategies are followed very well: they are not only improving standards, but also are popular with pupils. In a few instances, however, the time devoted to whole-class activities is too long, resulting in a loss of pupils' attention.

46. Health education and sex education are given defined time in the curriculum. Good opportunities are also taken to reinforce pupils' learning about these matters within topics and subjects - as, for example, hand-washing in studies about *Myself* for young pupils and knowing about reproduction in *Life Processes* with the older pupils in Key Stage 2. A satisfactory range of extracurricular activities provides further enrichment for pupils. These activities include chess and drama clubs as well as opportunities to learn particular skills in writing, guitar-playing, judo and football. A good proportion of pupils are involved in these activities: up to 80 boys and girls, for example, receive coaching from members of Hull City football club.

47. Links with the school's local community significantly enhance the curriculum. A strength in pupils' studies of Economic and Industrial Understanding (EIU), for example, is that pupils gain real knowledge of working processes. These studies include a mini-enterprise that involves the business of making and selling, the use of clothing and equipment to protect the body and the ears, and newspaper communication. The curriculum is kept regularly under review, so as to use the resources and expertise of major local manufacturers and service industries. There is also an extensive range of links with many aspects of the school's local community such as the town council, the police and churches as well as local residents.

48. Satisfactory links exist with both the local nursery school (which the majority of pupils have previously attended) and the nearby secondary school to which most pupils transfer. A good range of two-way visits, involving both staff and pupils, contributes to the smooth transition of pupils from one phase to another. These visits focus both on the personal and social needs of pupils as well as on curricular matters. There is, however, insufficient shared information about individual pupils' attainments at the age of five.

49. Pupils with special educational needs have good access to the whole curriculum. Where pupils are withdrawn for additional specialised teaching, care is taken to ensure that they do not miss the same weekly class lessons. The time allocated for teaching all pupils in Key Stage 2 falls well short of the nationally recommended time of 23.5 hours. An increase in taught time is an important component in helping to raise further the attainment and progress of pupils by broadening the amount of study in the non-core subjects.

50. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. This represents an improvement since the last inspection, because the cultural aspect was reported at that time to be "less well developed". Spiritual development is well promoted, especially through the daily assemblies for the whole school: these include carefully chosen pieces of music, a short prayer and hymn, and a story. Religious themes presented in assemblies are mainly of a Christian character.

51. The school has a strong commitment to the teaching of art, drama and music and to the spiritual dimension which these subjects can offer - as, for example, the feelings of wonder when looking at pictures by important artists or listening to classical music. The very calm ethos which permeates the whole school is a significant reflection of the respect pupils have for other people. Very close attention is paid to the aesthetic appeal of the school's site and buildings, and these contribute greatly to pupils' spiritual development. The spiritual dimension is also promoted day by day within lessons - as, for instance, in art by the creation of a "Klimt" display and "environment" and in science where pupils found delight in comparing real daffodils with artificial examples.

52. Pupils' moral development is outstandingly promoted. This is achieved largely by the firm and clear examples displayed by the headteacher and all other adult staff. Staff also have very high expectations of pupils' behaviour. These expectations are very well embedded in all aspects of the school's life. Moral messages are given to pupils through, for example, the stories presented in assembly that incorporate such issues as unfairness, hasty judgements of others and forgiveness. There is a well-understood system of sanctions and rewards. These are, however, used as a last resort, because teachers frequently and patiently insist that pupils reflect on their behaviour, if it becomes unacceptable. Moral development is carefully and consistently reinforced within subjects - as, for instance, in PE where pupils learn the rules of games and accept competition fairly. In nearly all lessons teachers' careful organisation and methods ensure that pupils are fully engaged in learning. Disruption in lessons is very rare.

53. Provision for pupils' social development is also outstanding. The school is a very orderly community. Pupils are trained to move around school quickly, yet with care and consideration for the free access of others. Pupils wait politely at doorways and greet one another and visitors in a very friendly and mature manner. Lunchtime supervisors work in a very positive but unobtrusive way with the pupils, so producing both a civilised social atmosphere for eating and very pleasant playtimes. Pupils themselves are involved in the overall care and conduct of the school - for example, as members of the litter patrol, as helpers of younger pupils and as delegates at meetings that discuss how improvements can be made to the school.

54. In lessons pupils work very well in pairs or groups, frequently without direct supervision from their teachers. This independence is very noticeable in the youngest pupils and continues throughout the school. A satisfactory range of extracurricular activities provides a variety of friendship groups for pupils and also reinforces their acceptance of the strengths and weaknesses of their peers. Pupils benefit socially from their involvement in a good spread of educational visits and particularly from the residential visit arranged for Year 6. The school ensures that pupils meet people from a wide range of backgrounds and ages - as, for instance, in grandparents' story sessions and with people from sport, industry and community services.

55. Pupils' cultural development is promoted well. Much of this comes through the daily assemblies, especially as a result of listening to a very wide range of music. Extensive and very attractive displays around the school of work pupils have done in topics (such as those on Ancient Egypt) reinforce pupils' learning significantly, alongside the displays connected with different cultures, religions and beliefs (as, for instance, African musical instruments and pictures connected with Islam and Judaism). Pupils meet professional artists, musicians and dancers who provide instruction, workshops and entertainment. Both through work in lessons and as a result of educational visits pupils are introduced to such important cultural and artistic influences as sculpture by Henry Moore, traditional dance and pictures by David Hockney and Cezar Manrique.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

56. The school pays a great deal of attention to pupils' safety, health, welfare and personal development. Its provision for pupils' personal support and guidance and its monitoring of this provision are of a very high order. Good arrangements are in place for child protection. The named members of staff responsible for this aspect undertake the role in a dedicated, responsible and sensitive manner. There is a close partnership between the school, parents and agencies such as educational psychology, the school nursing service and social services. Inspection findings concur with the very high regard that they have for the school's provision, cooperation and level of care.

57. The school regards health and safety as a matter of very great importance. The governors and headteacher regularly carry out assessments of risks. Almost all staff members possess first aid qualifications, although these are now ready for renewal. Pupils with specific medical needs, such as those suffering with asthmatic conditions, receive appropriate and consistent support. There are generally good procedures in place to contact parents and carers in the event of accidents or for pupils becoming ill whilst at school. Pupils are made aware of safe practice in classrooms and playgrounds, whilst using equipment and during their PE lessons. The governors and the school's management are acutely aware of the unacceptable danger presented to pupils' health, welfare and safety through the presence of a public footpath running through the school's grounds. They are also aware of the need for urgent action to address the problem.

58. Procedures for monitoring attendance are thorough and very effective. Any problems over attendance are quickly followed up by the school in the first place or, in the rare cases that it is necessary, by the involvement of the education welfare officer. Similarly, procedures for the monitoring of good behaviour are well established and are effective in practice. All staff, including midday supervisory assistants, are fully informed of these procedures and work in close cooperation.

59. The school has the expertise amongst its teaching staff to provide health education of good quality, including a sensitive and well-structured programme of sex education. Additionally, it provides within the curriculum good opportunities for raising pupils' awareness of the dangers of misusing drugs and other substances harmful to health. There is appropriate provision for pupils with

special educational needs, so that they enjoy a similar education to other pupils and make satisfactory progress.

60. The school has an effective policy on the assessment, recording and reporting of pupils' work that gives very clear guidance to teachers. Assessment procedures are good, with appropriate emphasis placed on the core subjects. In mathematics, for example, teachers clearly identify precise learning objectives for pupils. This clarity enables them to assess and record pupils' attainment and progress very thoroughly.

61. A full range of standardised tests is given to pupils in all year groups. Additionally, pupils produce a piece of unaided writing and a drawing every year for assessment. These examples of work are carefully assessed and retained in individual files, together with other evidence of attainment and progress. The system of assessment is kept under regular review: in most subjects folders of work are kept to enable teachers to moderate their judgements and to compare their standards with national expectations. Targets for individual pupils are well identified and are written in simple language that pupils can understand.

62. Assessment data is generally used well to place pupils in groups with peers whose attainment is similar. In mathematics, pupils are placed in sets of similar attainment across Years 5 and 6 as part of the drive to raise standards. These arrangements generally work well, but summer-born children are under-represented, for example, in designated high-ability groupings. Insufficient attention is given to the all-round assessment of pupils on entry to the school at the age of five, with the result that the school has an insecure base from which to measure pupils' progress and that of the whole school. Teachers make satisfactory use of assessments to judge how well particular units of work have been covered and learned.

63. The school has a satisfactory collating and recording system which provides a sound means of tracking individual pupils' progress in school. Pupils with special educational needs have additional records which enable their teachers to evaluate how well they are meeting the targets set for them. Reports to parents are of good quality. In the core subjects they give clear indications of children's attainment and progress, particularly because the use of jargon is kept to a minimum. This good quality reflects the school's strong commitment to the care it takes of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. The evidence of both the pre-inspection questionnaire to parents and the parental meeting itself is that parents are very satisfied overall with most aspects of school life and especially with what the school does for their children. The vast majority feel strongly, for example, that the school expects their children to work to the best of their ability, helps them to grow up responsibly and enables them to make good progress. One parent, for instance, described it as "an excellent school with superb leadership, excellent teachers and a happy environment". Parents indicated that they felt comfortable in approaching the school about any issues to do with their children - a clear endorsement of the school's open-door policy.

65. Those parents who attended the pre-inspection meeting expressed very high satisfaction with virtually all aspects of the school's work. In particular, they felt that they had close and very fruitful links with the school. Just over a third of parents returned the questionnaire and the majority agreed with the views expressed at the meeting. A substantial proportion (varying between a quarter and two-fifths) of this minority sample, however, expressed degrees of reservation on three issues: they felt that they had insufficient information about their children's progress, that children did not receive sufficient homework or that the school did not provide sufficient activities outside lessons.

66. The inspection team's judgement is that the school's annual written reports to parents are good: they usually give a clear and detailed picture of pupils' attainments, progress and effort and are issued at a reasonable time of the year towards the end of the summer term. Parents' evenings are well attended and are held at the good frequency of three times each year; no specific problems with progress information were identified by parents. Homework is not, however, set to a clearly understood pattern or set sufficiently. The amount set in Year 6 is not significantly greater than that in earlier years. In contrast, the range of extracurricular activities is judged to be broadly reasonable and typical of what is found in a primary school of this kind and size. The school does not currently have clubs that extend normal classroom subjects, although it has had thriving provision for science and writing in the recent past.

67. Parents are provided with a satisfactory range and quality of information about the school's work and life. The school's partnership policy emphasises its keenness to involve parents, a view strongly endorsed at the pre-inspection meeting for parents. The school's prospectus is generally clear and explicit, but lacks detail on how parents can assist their own children's education. The monthly newsletters are informative and valued. Parents are provided with little advance written information, however, about what is taught, although recent sessions on literacy and numeracy were much appreciated by those parents who attended.

68. The school has implemented a written home-school agreement and the vast majority of parents have signed up to it. Parents are encouraged to help their children at home by, for example, listening to their children read. The school encourages parents to help in school. A quarter of the parents who attended the pre-inspection meeting indicated that they helped on a regular basis in the school with such matters as reading, mounting work or accompanying children on visits. The total number of parents on the school's Parental Volunteer Helpers' Register is 25: during the inspection voluntary helpers gave valuable support to both teachers and pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The leadership of the headteacher ensures that a very positive ethos prevails throughout the school. Pupils feel secure. His presence around the school and attention to detail enable it to run very smoothly on a day-to-day basis and his visits to classrooms contribute effectively to the high morale of staff and the climate of trust and confidence. Teachers, non-teaching staff, pupils and parents feel valued and share a strong commitment to the school.

70. The school's aims and values are reflected in practice through a very strong emphasis on pupils' personal development and great success in achieving this. Staff share a commitment to secure a high standard in all aspects of the school's life: this is generally achieved, but pupils' overall standard of attainment could be a little higher. Very good relationships are evident in all that the school does.

71. The governing body meets regularly and, together with its committees, supports the school well. Governors have high confidence in the headteacher and are actively involved in the life of the school. For example, each governor has a close interest in at least one aspect or subject in the school's curriculum and several manage to visit the school while lessons are in progress. The chair of governors regularly shares with pupils his expertise in computers. The governing body gives much appropriate attention to ensuring that all pupils have equality of opportunity to develop their talents and interests.

72. The deficiencies in the school's planning to meet the learning needs of the more able pupils that were identified in the previous inspection report have been addressed, but more remains to be

done. The monitoring and evaluation of standards and quality are carried out extensively, but not always with sufficient analysis to pinpoint the ways to improve pupils' standard of attainment. Pupils are assessed regularly and individual pupils' progress is tracked satisfactorily. Such data is not, however, used to determine underlying trends in the school's overall performance nor to identify areas of common weakness. The headteacher frequently sees lessons in progress and evaluates the quality of teaching. The focus of these evaluations is on teaching methods and organisation, but lacks evaluation of their effect on learning.

73. Development planning is thorough and comprehensive. Action plans are specific and establish clear expectations. The emphasis given to the roles of the deputy headteacher and curriculum coordinators and to the corporate planning of lessons has developed a strong sense of teamwork amongst the staff. In the recent introduction of the national numeracy strategy, for example, good arrangements were made for the mathematics coordinator to guide and support other teachers in the teaching of numeracy. This has improved teachers' confidence in teaching the subject and has raised pupils' numerical skills.

74. The school's governors and headteacher effectively and efficiently manage and monitor the school's finances. They are well informed on matters of income and expenditure. The governors consider how to achieve best value for money and monitor expenditure carefully in relation to the identified priorities in the school's development plan. Alternative strategies are considered for the allocation of the budget, with the main emphasis being put on improving standards and the quality of education provided. For example, a planned underspend of the school's budget is being used to fund an additional teacher, thereby avoiding mixed age-group classes in Years 5 and 6 as part of the strategy to raise standards.

75. In contrast, the governing body neither meets its statutory responsibilities of ensuring that teacher appraisal is established nor that religious education is taught sufficiently in accordance with the requirements of the local Agreed Syllabus. Appropriate systems, but no formal policy, exist to support the induction of staff and newly qualified teachers. Relationships between the headteacher, staff and governors are very good, resulting in a firm commitment by all to their shared vision.

76. The school's planning clearly identifies whole-school priorities, which are fully costed and include targets for their completion within a reasonable time scale. The governors have not, however, established an adequate system to monitor the effect and success of their spending decisions. Furthermore, the governors have not considered increasing the length of the school day in Key Stage 2 to at least match the minimum national recommendation of 23.5 hours.

77. The school makes very good strategic use of its resources, including specific grants and additional funding. The national literacy and numeracy strategies and the provision for pupils with special educational needs are adequately resourced. Additional funds for the development of IT and staff training have been effectively used. The last local authority audit acknowledged the school's good financial management.

78. The school is appropriately staffed. The expertise of most teachers is appropriately matched to their subject responsibilities and the age of classes that they teach. The absence of a specialist music teacher does, however, lower the quality of the school's provision. The staff carry out duties conscientiously and in accordance with their job descriptions. The support staff in the school are suitably qualified. Administrative support is efficient in assisting the headteacher in the daily management of the school and provides a friendly welcome to parents and visitors. The site manager and staff work hard. They are dedicated to providing a consistently clean, safe and tidy environment both within the building and the school grounds.

79. The school buildings offer, in the main, very good provision for the teaching of the curriculum. The school hall is effectively used for PE, assemblies, lunches and a range of extracurricular activities. Classrooms are adequate for the number and ages of the pupils. The school's library provision is, however, inadequate and contributes little to the development of independent research skills in pupils. Once the ongoing programme of window replacement in the Key Stage 2 area is completed, there is an urgent need to attend to the remaining rotten woodwork before repainting the rather shabby exterior of the school. The crumbling tarmac outside the Key Stage 1 entrance has left exposed a potentially dangerous manhole cover.

80. A much more serious danger to the health, safety and welfare of both staff and pupils is the public footpath that runs through the school's grounds. Urgent action is required to achieve a solution to the risks posed, either by a diversion or/and by comprehensive fencing to ensure that all connected with the school's work are secure.

81. Learning resources are satisfactory overall for the effective teaching of the curriculum. They are good for art, science, IT and for design and technology, but are unsatisfactory for RE. Overall, the school is well placed to grow and develop satisfactorily.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. To improve and build upon the satisfactory quality of education that pupils already receive, the governors and senior management of the school should:

- (a) raise still further pupils' level of attainment and rate of progress, particularly in English and mathematics, by:
- evaluating thoroughly the effectiveness of teaching, in order to reinforce what is good and improve the minority of unsatisfactory features (## 20-21 27 31-32 35 37-39 72 89 96-97 99 112-114 127 146 151 153 160 179 184 187);
 - ensuring that all work has sufficient intellectual rigour, depth and pace and that it is always (especially in the case of higher attainers) closely matched to pupils' level of attainment and capability (## 10 12 19 27 32 42 62 71 86-88 96-97 99 103 112 122 125 151 158 185);
 - establishing a comprehensive system of assessing pupils' capabilities on entry to the school (## 18 48 62);
 - making full use of existing data about pupils' attainments to measure accurately both the progress of pupils as they move through the school and the school's overall performance (## 71-72);
 - increasing teaching time at Key Stage 2 to at least the minimum amount of 23.5 hours nationally recommended and ensuring that the pattern of the school day makes the most efficient use of time (## 49 76 153 160 181-182 188);
 - providing suitable homework for pupils on a regular pattern that is clearly publicised to pupils and their parents (## 40 66 87 115 126);
 - indicating clearly to parents an outline of what their children will study in school and how they can help their children to study at home and do well in school (## 65 67);
 - reducing to as narrow a range as possible the wide spread of ages in many classes (# 100 105); and
 - ensuring that the recent increase of phonic work is rapidly and consistently embedded into all the school's learning (##2 5 12 30 45 86 90 97 100).

- (b) provide, in partnership with the appropriate authorities, adequate security for children within the school's grounds (to complement the school's otherwise very high standard of care) either by
- erecting a substantial security fence to separate both the school's playground and playing-field from the public footpath that runs through the school's site, or
 - diverting the public footpath to one side of the school's grounds and separating the new route from the school's site by a security fence (## 57 80 180).
- (c) ensure that statutory requirements are met by
- teaching religious education throughout the school for a sufficient period of time to meet the requirements of the local Agreed Syllabus (## 16 44 75); and
 - carrying out the formal appraisal of teachers (# 75).

In addition to the key issues above, other less important weaknesses should be considered for inclusion in the school's future plan of action. These are indicated in paragraphs 11-12 31 76 78-79 81 and in subject sections.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfact.	Poor	Very Poor
0	16	38	41	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. The total of percentages does not total 100 because of "rounding".

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	281
Number of full-time pupils eligible for free school meals	52

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	69

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for 1998-1999.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	24	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	12	11	17
	Girls	17	18	21
	Total	29	29	38
Percentage of pupils at NC level 2 or above	School	63 (67)	63 (65)	83 (70)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	12	16	22
	Girls	19	19	22
	Total	31	35	44
Percentage of pupils at NC level 2 or above	School	67 (67)	76 (63)	96 (74)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to 1998.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	21	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	10	12	18
	Girls	14	11	16
	Total	24	23	34
Percentage of pupils at NC level 4 or above	School	51 (54)	49 (39)	72 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	10	12	18
	Girls	14	11	16
	Total	24	23	34
Percentage of pupils at NC level 4 or above	School	51 (57)	49 (57)	72 (84)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to 1998.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	279
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Perman-ent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	25.1
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	168

FTE means full-time equivalent.

Financial information

Financial year	1998-1999
	£
Total income	450,738
Total expenditure	439,759
Expenditure per pupil	1,388
Balance brought forward from previous year	50,439
Balance carried forward to next year	61,418

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	281
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	6	1	0
My child is making good progress in school.	39	55	6	0	0
Behaviour in the school is good.	39	54	7	0	0
My child gets the right amount of work to do at home.	24	38	26	10	2
The teaching is good.	50	44	4	0	2
I am kept well informed about how my child is getting on.	36	39	21	3	1
I would feel comfortable about approaching the school with questions or a problem.	62	33	3	0	2
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	33	52	14	1	0
The school is well led and managed.	44	47	4	0	5
The school is helping my child become mature and responsible.	43	51	4	0	2
The school provides an interesting range of activities outside lessons.	14	37	32	7	10

Other issues raised by parents

There were additional comments from parents on 13 of the 105 questionnaire returned.

Amongst the positive points mentioned were:

- the school's high standard of care for its pupils;
- the good quality of the school's management and overall education provided.

Amongst the few concerns expressed in questionnaires were:

- that the school's National Curriculum test results are below average;
- the low amount of homework set for pupils.

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

ENGLISH

83. Pupils' overall level of attainment in the National Curriculum tests in English at the end of Key Stage 1 in 1999 was well below the national average. Teachers' assessments indicate that pupils' attainment in speaking and listening was also well below average.

84. Pupils' overall attainment in reading at the end of Year 2 in the national tests in 1999 was well below the national average. The proportion of pupils who achieved the higher level 3, however, was average. The performance of girls was just below the national average in 1999 and was higher than that of boys. Pupils' performance in the reading tests was well below the average for schools which had a similar proportion of pupils eligible for free school meals. Pupils' overall attainment in writing at the end of Key Stage 1 in the national tests in 1999 was very low when compared with the national average or with similar schools. Teachers' assessments broadly confirm the test results. The overall performance of both boys and girls has usually been well below the national average.

85. At the end of Key Stage 2 pupils' overall attainment in the National Curriculum tests in 1999 was well below the national average: it was well below the national average at level 4+, but close to the national average at the higher level 5+. Teachers' assessments are in line with these results. Taking the four years 1996-1999 together the performance of pupils was below the national average. Pupils' performance in the English tests was very low in comparison with most schools of a similar character, although only a little below the average for these schools in respect of the proportion of pupils gaining level 5+.

86. Pupils listen carefully both to their teachers and to one other throughout the school. Their answers generally show clear understanding of what they have been taught, although they often respond very briefly. Their speaking, however, is not of as high a standard as their listening. Inspection findings confirm that by the end of Year 2 pupils' speaking is below (and in a minority of pupils well below) the level expected. In this key stage pupils have few opportunities for imaginative play to stimulate and enrich their language, for example, and the lack of key words on display around classrooms limits the continuous development and reinforcement of pupils' language. Occasionally, the confident and articulate contributions of high-attaining pupils are not encouraged sufficiently or used as a role model for others. Where teachers specifically plan opportunities to encourage pupils' oral work, however - such as in an RE lesson where pupils were asked to recount, in the present tense, the story of Jesus's calming of the storm - pupils try hard and with some success.

87. Pupils' attainment in speaking and listening by the end of Key Stage 2 is, relatively, better than at Key Stage 1 and broadly average. By the end of Year 6 many pupils have a keen interest in the use and origin of words. In Years 3 and 4, for instance, effective use was made of choral speaking to create mood from different voices - although opportunities to improve their performance were missed, because the poem was only recited once. In literacy lessons, where key vocabulary is used in discussions, pupils' speaking is in line with national expectations. Pupils' reading aloud is broadly satisfactory, but not as good as it could be. This is because pupils, including able readers, are not given frequent enough opportunities to develop their ability to speak clearly to an audience. No homework was set during the inspection for pupils to prepare themselves, for example, for speaking aloud in class.

88. By the end of Key Stage 1, pupils' overall standard of reading is in line with national expectations. In the reception class pupils are confident early readers, working towards level 1 of the National Curriculum. Most have a basic reading vocabulary of between ten and twenty words. Lower attainers talk about pictures, pick out words if helped and use repetition to deduce phrases. Higher attainers read with interest and recount what they have read accurately. Pupils make satisfactory progress in Year 1, although higher attainers often read books which are too easy for them. By the end of Year 2 both boys and girls reach the basic level expected and higher attainers read above level 2. Both average and higher-attaining pupils are sometimes capable of reading harder books than the ones they are given. Pupils of all levels of attainment know the names of a small number of authors.

89. Pupils' have an average standard in reading by the end of Key Stage 2. Teachers keep detailed records of the books pupils have read. At no stage in the school, however, do teachers' own records of pupils' reading regularly record diagnostic comments to enable those adults who hear pupils read to focus on what needs to be taught next. By Year 6 pupils show a satisfactory level of skill in using a library, but only the high attainers do so in Year 5. This is largely because the school does not have an adequate or fully catalogued library, a large enough range of non-fiction books (except in science) or any computer in the library for reference or administrative purposes.

90. Pupils' writing in Key Stage 1 is generally in line with expectations in lessons, but the quantity and quality of work seen over the year are below average by the time pupils reach the end of Year 2. Pupils are now achieving at the level expected by the national literacy strategy. There are, however, gaps in their knowledge, because work that should have been covered in previous terms is being covered alongside current work. Pupils are set appropriate and realistic targets that they enjoy achieving. By the end of Year 2, however, only one "phonic blend" is written as joined handwriting - in contrast to the national expectation that pupils should practise the four basic handwriting joins and that these should be linked to phonic and spelling patterns. Although pupils try to spell new words phonetically, insufficient key words are on display or in word banks for pupils to refer to.

91. In their writing pupils have reasonable competence in punctuation by the end of Year 2. They write simple sentences and sometimes use capital letters and full stops. They write their own stories and use commas when making a list. They have a fair range of other writing skills. For example, when writing the Christmas story, pupils used a writing frame well to order the events in the story. They draft and redraft stories – as in the story of Jesus calming the storm. They appreciate rhyming words, but have not learned to evaluate books, giving reasons, or to make simple notes from a text. By the end of Key Stage 1 girls' overall attainment is slightly higher than boys'.

92. Pupils make steady progress in Key Stage 2 and reach an average standard by the end of Key Stage 2. In Year 3 their overall attainment is slightly below average, whilst that in Year 6 is considerably higher than in Year 5. By the end of Key Stage 2 all pupils have covered most of the requirements of the national literacy strategy, discuss a range of texts well and undertake writing in a wide range of styles. Their spelling is slightly below average and some common words are still misspelled. Pupils compare and discuss soundly two similar extracts written in different styles, compare the styles of different authors and empathise with the characters. When discussing texts, they refer back suitably to previous work studied.

93. Pupils have an elementary understanding of grammar, such as the use of adjectives, adverbs and conjunctions. They comment on the circumstances when short or complex sentences are more effective - as for causing suspense, describing events or indicating action. Lower-attaining pupils make good progress and gain confidence in the setted groups in Year 6. For example, they edit a piece of work by finding alternative words for "and", are willing to try alternatives, and have been

introduced to the word “conjunction” for linking clauses. Both boys and girls enjoy vocabulary work and games.

94. Pupils’ work for presentation and display is generally very well written, but they do not take the same pride in their everyday work in class. Whilst most pupils use joined handwriting, many do not do so regularly: consequently, in Years 5 and 6 unnecessary time is spent on handwriting practice that could more usefully be put to improving the quality of their daily written work. The national literacy strategy is raising standards overall. It is having a particularly strong effect on the attainment of boys and, in particular, on their interest in analysing and discussing literature. Information technology is occasionally used in Key Stage 2, mainly for word processing purposes.

95. The attitudes and behaviour of pupils are very good throughout the school. They listen very well, are highly motivated and settle to work quickly. Pupils work well both with partners and in groups, excited by the linguistic activities. Their good attitudes and behaviour significantly help their learning. In Years 1 and 2 pupils thoroughly enjoy humour in lessons, although boys tend to dominate in drama. Pupils listen very carefully to stories and to the teaching of such phonics as the *wh* sound, fascinated to feel their breath on their hands when they contrast the sound of *w* in *went* with the *wh* in *when*.

96. In Years 3-6 pupils work at a particularly good speed. They enjoy using dictionaries to help them with their work. Sometimes, however, pupils become restless, because the teacher has not established clear expectations of how they should approach their work. Time is sometimes wasted at the start of writing sessions by too much effort being put into preparation, leaving insufficient time for the actual tasks to be completed adequately. By Year 6 pupils have very positive attitudes to work and are highly motivated. Boys’ interest in literacy lessons is particularly noticeable, especially the degree to which they enjoy analysing writing.

97. The quality of teaching is good in both key stages. Teachers generally have a good understanding of the requirements of the national literacy strategy and how to teach it. Those lessons that are very well taught in Key Stage 1 are well organised and incorporate very specific teaching of technical terms and phonics: words are divided into syllables in such a way as to reinforce spelling rules and mixed-age groups are presented with appropriate work. Drama is used very well indeed to explain and practise the concepts of direct and indirect speech. For example, the teacher used a microphone to interview pupils, pretending that they were present at the Sea of Galilee when Jesus calmed the storm, and illustrated “direct speech” graphically. Time is generally used very effectively indeed - as, for instance, when the time used for lining up for lunch was used to sing the alphabet. Where teaching is occasionally unsatisfactory, teachers talk for too long without visual aids of any kind, do not provide key words for pupils to look at and promote little interaction between the themselves and their pupils. Higher attainers often have insufficient opportunities for rigorous and extended discussion in class.

98. The quality of literacy teaching in Year 6 is very good: technical language and depth of subject knowledge are used very well, discussions are imaginatively led, and “reluctant volunteers” are sensitively encouraged to put forward their views. Teachers have very good understanding of the objectives for lessons, convey them well to pupils and often review those objectives during the lesson to remind pupils what they are learning - of the kind “We have been looking at the writer’s style and now we will...”. Good use is made of paired work to give all pupils opportunities to articulate their ideas before writing them and later to read aloud their written versions to each other.

99. Teaching has unsatisfactory features in Key Stage 2 when plans for lessons focus much more on the activities that are to take place than what is to be learned by different groups of pupils.

Valuable time is sometimes wasted when pupils spend much time drawing in a literacy lesson or when the writing of dates and titles takes more time than the content of the exercise. The introductory session is occasionally too long to hold the interest of those who have understood the lesson's target and want to begin their work. The wide spread of ages in many classes imposes some restriction on, for example, the level of whole-class explanation and discussion. Overall, however, teaching is good and teachers implement the literacy strategy successfully.

100. The subject is led by two coordinators to ensure that the long-term absence of the English coordinator does not have a detrimental effect on progress. Both coordinators and other teachers have attended a large number of relevant courses on literacy. The implementation of the national literacy strategy was, however, delayed until the relevant course had been attended, with the result that phonic teaching was one year late in being introduced. The national strategy is now in place and teachers are working hard to make up for lost time. The permanent English coordinator has run a very successful writers' club after school, attended by about 40 pupils and producing a termly magazine edited by a committee of pupils.

MATHEMATICS

101. By the end of Key Stage 1, the proportion of pupils who achieved the expected basic standard in the national tests for seven year olds during 1999 was slightly below average. The proportion achieving the higher level 3+ was, however, well below the national average. The results over recent years have dropped below the national trend. In comparison with those of pupils in schools in similar social circumstances, pupils' attainments by the age of seven were well below average. The girls did slightly better than the boys.

102. The proportion of pupils who achieved the basic standard expected of 11 year olds in the 1999 national tests at the end of Key Stage 2 was well below average. The proportion achieving the higher levels, however, was close to the national average. Based upon average points achieved, the school's results were well below average compared with all schools or with those of schools in similar social circumstances. During recent years, the results have dropped below the national trend; girls have done slightly better than boys. The standard of attainment in the 1999 national tests at the end of Key Stage 2 was lower than it was in 1996, but was consistent with what the pupils achieved earlier in the Key Stage 1 tests in 1995.

103. By the end of Key Stage 1, the standard of work of a larger than average proportion of pupils is below that expected of seven year olds. The majority of pupils make satisfactory progress, however, from their level on entry and reach the expected standard in many basic number skills such as adding two-digit numbers. They have a good understanding of numbers to 100 and offer enthusiastically correct answers in whole-class activities such as doubling and halving given numbers or using a number line to add or subtract mentally. Rarely, however, is the work extended beyond the routine level to more challenging problems. Occasionally the progress of higher-attaining pupils in Year 2 is impeded by their doing the same (routine) work as such pupils in Year 1.

104. Pupils with special educational needs respond positively to the good teaching they receive and make satisfactory progress. For example, one small group of these pupils, despite their frustration at not being able to read the short names of animals on a graph and its table of values, completed the task successfully through the skilful support they received from their teacher. Most pupils by the age of seven manage, with prompting, to sort data in appropriate ways and represent it in a block graph. Similarly their knowledge of measures and shapes, though hesitantly expressed, is reasonably sound. Most pupils manage to recognise simple patterns in sequences of numbers and extend the sequences

correctly. Many find the interpretation of mathematical problems, described in everyday language, difficult to translate into symbols.

105. By working through carefully structured practical activities, pupils of reception age and those in Year 1 make satisfactory progress and acquire a sound understanding of, for instance, counting and ordering appropriate ranges of numbers. By the age of six, pupils make correct comparison of the size, weight and capacity of a variety of objects and containers, and recognise common shapes. Their confidence in handling numbers is boosted by short, daily sessions of mental work, during which they learn or consolidate appropriate basic knowledge, though to a level slightly below average. Each of the three classes in Key Stage 1 has a wide age-span. This hampers the progress of pupils in Year 2, because teachers find it more difficult to stretch these pupils in whole-class oral work.

106. Pupils' progress in Key Stage 2 is at least satisfactory and occasionally good. The methods of teaching prescribed by the national numeracy strategy are used effectively by teachers throughout the school. The benefits of these methods are clearly evident in the mixed-age classes of Years 3 and 4 pupils and with the older Year 5 and 6 pupils who are regrouped into sets according to their attainment or ability. Pupils acquire reasonable speed and accuracy in their methods of mental calculation. They are required to explain their methods and compare them with those of others. They generally learn successfully to use correct terminology. For many pupils with special educational needs this is a slow process, but with skilful and thorough teaching they make satisfactory progress in handling numbers and in routine methods of calculation.

107. Overall, the proportion of pupils in Year 6 who achieve the standard expected of 11 year olds is below average. Too many pupils do not have ready recall of number facts, do not perform the standard routines of arithmetic with sufficient care and accuracy, and retain too little of what they learned previously about shapes, measurement and data-handling. Teachers' careful implementation of the national numeracy strategy is, however, helping to remedy this situation.

108. By the end of Key Stage 2, higher-attaining pupils achieve the standard expected of 11 year olds. For example, those in the set of higher-attaining pupils drawn from Years 5 and 6 used the terms factor and multiple confidently and correctly in identifying and explaining the patterns they had found within a 100-square. A few pupils (mainly girls) provided correct descriptions of complex number patterns they had found. The pupils in this set have a secure understanding of efficient methods of calculation to solve common problems, using addition, subtraction, multiplication and division to the standard expected. Fractions, decimals and percentages, however, are not as firmly understood as they should be by this stage.

109. Pupils' basic knowledge of shapes with two or three dimensions is satisfactory and they have sufficient knowledge of the properties of common shapes to identify those which satisfy a number of given conditions. For example, through skilful and lively teaching the set of pupils drawn mainly from Year 5 and a few from Year 6 enjoyed deducing a hidden shape from statements of its properties. Many of these pupils, however, needed much help to maintain precise use of terminology.

110. Two relatively small sets of pupils from Year 6 have been created and this arrangement enables these pupils to make sound progress. They respond positively to the careful and systematic teaching they receive and gain confidence in speed and accuracy of mental calculations. For instance, one of these sets completed a test in which they were to add trios of two-digit numbers, each within five seconds. They responded enthusiastically to the challenge and all achieved a high level of accuracy. In contrast, the other small set experienced many difficulties in solving everyday mathematical situations described in common language.

111. Teaching is very competent throughout the school. Most of it is good and a little is very good. Teachers' knowledge of the subject is satisfactory overall. In the instances of very good teaching, considerable subject knowledge enables those teachers to respond effectively to pupils' answers by making good connections to other parts of the subject or by helping pupils to refine and extend their thinking. It also helps such teaching to be conducted at a fast pace. For example, in a mixed-age class of pupils in Years 3 and 4, the introductory activity of recognition of multiples of five, doubling and halving numbers and learning that multiplication and division are inverse operations was conducted at a cracking pace. Pupils responded eagerly, learning was effective and general rules were identified.

112. Teachers' expectations and planning reflect a sound knowledge of the national numeracy strategy. The joint planning of appropriate teams that match the groups of classes is effective. Teachers' expectations of the mathematical content and the pace at which pupils can learn are not, however, quite high enough. The planning frequently includes work suitably adapted to meet the needs of pupils at three levels of learning. Such planning, however, generally lacks challenging material to extend the high-attaining pupils.

113. Teaching methods and classroom organisation are strongly influenced by the guidance given in the national numeracy strategy. Lessons are clearly divided into the recommended three parts and appropriate activities are included. Teachers give clear starts to lessons, explaining the purpose and their expectations to pupils. They have generally effective strategies for ensuring that all pupils take part in lessons, often by means of well-targeted questions. Introductory activities successfully include counting in steps of different sizes, using a number line or square, or working out new facts from those already known. This stage of lessons frequently practises recall of number facts in various ways, but is often not quite fast enough. Similarly, although it may require pupils to explain their strategy for mental calculation, this is not done often enough.

114. The stage of lessons where pupils work in groups is conducted effectively. Tasks are clearly explained, the number of groups is manageable and suitably modified tasks on the same theme are provided. Rarely, however, are pupils set specific times during which to complete these tasks in a way that would help to quicken the pace. Teachers quickly pick up errors and deal effectively with misunderstandings or half-remembered knowledge. Pupils are not sufficiently independent, however, to allow the teacher to work intensively with one group without interruption from other pupils. Plenary sessions are generally used effectively to sort out misconceptions, allow pupils to explain their work to the rest of the class and to reach a general conclusion.

115. Homework is used insufficiently to consolidate pupils' learning. Teachers have calm and effective ways of managing successfully the behaviour of pupils. The assessment of pupils' progress is done in a variety of useful and appropriate ways. These assessments are generally used well to influence the planning of lessons, but sometimes do not result in sufficiently challenging work for high attainers. The recording of each pupil's progress is done well.

116. Pupils have good attitudes to learning the subject and work with interest. Many participate eagerly in the introductory stage of lessons and are keen to do well. Behaviour is very good. Pupils work sensibly and responsibly, both independently and as a whole class, but with a heavy reliance upon their teacher. Very good relationships are evident between pupils and the adults in their classrooms.

117. The school has a satisfactory range of mathematics resources. These include textbooks, teacher-produced materials, computer programs and equipment to support learning in measurement, number and shape. These resources are generally used well, but occasionally low-attaining pupils in

Key Stage 2 do not have as much access to them as they need. The coordinator organises the subject energetically and very competently, including offering good support and guidance to other teachers.

SCIENCE

118. The overall standard attained by the end of both key stages is in line with national expectations. This is similar to the findings reported in the previous inspection. Teachers' assessments of standards at the end of Key Stage 1 in 1999 indicate that the overall level of pupils' attainment was above average at level 2, but well below average at level 3. In the current year's cohort of pupils most pupils are on course to achieve the level 2 and a minority are capable of attaining level 3 - a level of performance that is broadly in line with the national average.

119. Most pupils in Key Stage 1 do well in the subject, as much of their work is of a practical nature. In the reception class, for example, pupils make a good start in scientific enquiry by testing materials to see if they are magnetic or not. By the end of the key stage, pupils predict the outcome of investigations accurately. In Year 2 they test the strength of magnets and record their findings on charts, on worksheets or by dictating them to their teacher or adult helper. Most know what plants require to grow, following experiments with sunflower seeds or cress. All successfully sort and classify materials according to their properties and describe changes which are reversible, such as the melting of ice or wax. Boys and girls achieve an equally high standard. Pupils with special educational needs make satisfactory progress, mainly because of the good teaching and additional support they receive in lessons from their teachers or adult helpers. In a lesson in Year 2, for example, two parents acted as scribes to record pupils' observations, following an investigation to identify the features of real daffodils and artificial ones.

120. The overall standard achieved in the 1999 national tests for 11 year olds was below both the national average and the average performance of pupils in similar schools. Standards since 1996 have shown a falling trend at the same time that national standards have improved. Last year, however, there was a significant improvement when the proportion of pupils achieving the higher level 5 was close to the national average. The overall standard, however, was below the national average.

121. Inspection findings show that the level of improvement has been maintained and that by the end of Key Stage 2 attainment is in line with national expectations. This improvement is linked to the good teaching of the subject, pupils' good behaviour and positive attitudes to learning, and the many opportunities they have to carry out investigative and experimental work. Pupils in Year 3, for example, find out which objects float and in Year 4 they know which materials are the best to retain heat, when testing insulation qualities for a take-away food container. Pupils in Year 6, when investigating the effects of gravity and friction, use Newton meters to measure the force required to move objects of different weight. Interesting lessons, often involving such practical activities, effectively sustain pupils' interest and help them to remember important facts. Many could remember, for example, the names for parts of the eye or ear, following experiments involving light and sound.

122. By the end of the key stage all pupils competently make electrical circuits, examine the properties of various insulators and conductors to keep water warm or ice from melting, and test different surfaces for friction. They are familiar with terms such as air resistance and describe correctly the difference between a balanced and unbalanced force. Pupils are often given worksheets made by class teachers to complete as part of their work. Most of these are well produced and appropriately matched to the learning requirements of the lesson. The same worksheet is, however, usually given to all pupils: as a result, some find it easy, whilst others in the class need help to complete it. This lowers the rate of progress of pupils, particularly those of higher attainment and those with special educational needs.

123. Pupils, including those with special educational needs, usually make satisfactory progress throughout the school, as teachers provide many practical opportunities to experiment and investigate during lessons. This answers weaknesses reported in the previous report about a lack of opportunity for pupils to carry out their own investigations. The carefully planned programme of work to be covered each year ensures that pupils repeat most aspects twice during their time in the junior section of the school, but in different depth. Work on forces, for instance, is introduced in Year 3 and developed further in Year 6. This ensures that pupils' knowledge is effectively reinforced and extended in each aspect of the subject.

124. The quality of teaching is good overall. During the inspection the best teaching was seen in Year 6, where teachers gave pupils the responsibility for selecting apparatus to conduct their own investigations into forces which caused acceleration or a change of direction. The lessons were well organised, challenging and stimulating to pupils. This is an improvement on the previous inspection, when practical work was reported as being over-directed by teachers. The scrutiny of pupils' past work indicates that work is of a satisfactory standard in the subject in all classes.

125. The rate of pupils' progress is directly linked to the secure knowledge that teachers have in the subject. In some classes, however, teachers' expectations, particularly of higher-attaining pupils, are not high enough: since all pupils are usually given the same worksheet to complete, the amount of writing expected on some sheets means that these pupils need to make little effort. Most lessons are conducted at a suitable pace, ensuring that all pupils maintain their level of interest and concentrate throughout each lesson. Pupils are provided with many opportunities to experiment and investigate, so adding to pupils' interest and enjoyment in lessons.

126. Teachers maintain strict control and make sure that all pupils take turns during practical sessions. This was particularly applied to girls in the junior classes, as their overall performance in the subject was slightly below that of boys in the 1999 national assessments at the end of Year 6. No discernable difference between the sexes was noted in the Year 6 classes during the inspection. Teachers assess pupils' progress at the end of each half term and use the results well to plan future lessons. This ensures that pupils build effectively on their previous learning. No homework was set in the subject during the inspection.

127. In most lessons in Key Stage 2 teachers encourage pupils to use computers to record their results. In some classes where graphs of results are produced by hand rather than using a data-handling program pupils waste time in colouring, when they could be doing something more productive. Links with literacy are well established: pupils complete worksheets and research facts from reference books about, for example, internal organs of the body or the human skeleton. The handwriting of pupils in most classes is below the standard normally expected and, as a result, written work in science often looks untidy. Numeracy skills are developed well, as when pupils measure the distance objects travel or which different magnets attract a paper clip.

128. Pupils enjoy their lessons and all work very hard to complete the tasks set for them. Many opportunities are provided for pupils to work in groups. In line with their good level of behaviour, observed in all lessons, pupils cooperate well with one another to solve problems. Teachers are able to start pupils off with their work and then spend much time helping pupils with special educational needs or those of lower attainment to succeed. Care is taken to ensure that girls take a full part in all experiments or investigations, as their performance in the subject was identified as below that of boys in the national tests. This attention to detail and the many practical activities provided partly account for the level of success in the subject throughout the school.

129. The school's teaching of the subject fully meets National Curriculum requirements. There is a good, clear scheme of work to guide teachers and assist them in their planning of lessons. This ensures that pupils build continuously and progressively on their previous learning, identifies specific assessment arrangements and helps to raise the quality of pupils' learning.

130. The coordination and management of the subject are good. The experienced coordinator is keen to improve standards and is currently incorporating the latest Curriculum 2000 guidelines into the teaching programme. The quality of teaching is monitored regularly and all lesson plans are carefully evaluated each term. Standards are monitored and the results of pupils' assessments analysed in depth. This ensures that any areas where performance is weak, such as the performance of some junior girls compared to that of boys, can be quickly identified and improved. Resources for the subject are good. They are readily accessible in classrooms, with a sufficient quantity for every pupil to be able to gather evidence individually when conducting experiments or investigations. Good use is made of areas adjacent to classrooms, giving pupils space to work in groups with a degree of independence.

131. The teaching in school is enhanced by trips to places of interest, including a nearby pond. This gives pupils first-hand experiences of habitats through which they learn to identify a variety of common plants and animals. Good use is made of the school's grounds and a conservation area is being developed for future use.

ART

132. By the end of Key Stage 1 pupils' attainment is in line with the national average. Pupils acquire confidence in using a variety of tools and media. They use scissors, pencils, crayons and paint brushes confidently. They make pictures based, for example, on the colour, form and texture of new and old bricks. To this end they study a range of red, brown and orange colours and mix these with confidence. They make wax rubbings to experience and represent the textures they see and feel on the surface of bricks, and use paint and paper collage to represent the range of shades and textures they have noticed. By the end of this key stage they have also looked carefully at objects from unusual viewpoints - as, for example, by using a magnifying glass to project images which they then make into a picture. Pictures are produced both individually and in groups.

133. Attainment at the end of Key Stage 2 is a little above the national average. Art work matures noticeably in Year 6, where pupils use sketchbooks to try out designs and colours. Pictures drawn and painted from observation are good. Pupils typically enjoy introducing greater detail and their own perceptions of accuracy into their work. They continue to work in a good range of media such as paper sculpture, card, fabric and clay. Good use is made of stimuli from curricular topics such as Ancient Egypt. They study and copy design, colour and texture, and then incorporate these into their own individual or group pictures and clay pots. Pot-making involves the techniques of slab and slip, whilst painting is based, for example, on traditional Egyptian designs.

134. Learning is good throughout the school. Pupils listen well to instructions and try their best to produce work of a good standard. They are very interested in the subject and understand well how the processes they go through reach the end result. Most pupils are keen to evaluate their work and, where possible, to make improvements. In lessons they maintain good concentration and most show genuine pleasure in their achievements. Pupils make good progress in using skills and in the development of artistic perception.

135. Teaching is good throughout the school. All teachers take art lessons with their own classes. They are confident in helping pupils with simple techniques and in evaluations of their finished art

work. Lessons are well planned and prepared with suitable stimulus material as well as appropriate materials and tools. Lessons run smoothly, pupils work at a good pace, and the allocated time is used efficiently. In those lessons where teachers are especially confident, pupils are very enthusiastic about their work. Finished pieces are assessed well and pupils are regularly encouraged to assess their own work. Overall, teachers have satisfactory expectations of the standards to be achieved by pupils.

136. In all lessons pupils' attitudes are good and behaviour is usually of a very high order. Pupils show responsibility in helping to get out equipment and put it away. They work very well in pairs or groups and show a high level of consideration and care for one another.

137. The subject is well coordinated by a teacher who has good personal skills and an enthusiasm for art education. Good ideas for art lessons are shared with all staff, with the result that most increase their confidence in teaching the subject and in assessing pupils' work. Overall, teachers have sufficient competence to judge accurately whether pupils are making suitable progress in their development of skills and artistic perception. A folio of work and collection of photographs of past work are kept and used well to help all teachers both to initiate interesting work and to assess it. Standards in the subject have been broadly maintained since the last inspection.

DESIGN AND TECHNOLOGY

138. During the course of the inspection it was possible to observe only one lesson in each key stage. Other evidence was, however, obtained through discussions with a wide range of staff and pupils, through a scrutiny of pupils' work in folders and on display and from photographic records. The evidence available indicates that pupils' attainment is average by the end of Key Stage 1 and a little above average by the end of Key Stage 2. The last inspection judged attainment to be average at the end of Key Stage 1, but below average at Key Stage 2. The improvement in this inspection, especially by the end of Key Stage 2, is owing to a good curriculum offered to pupils, to good leadership and teaching, and to improvements made in the way pupils plan, construct and evaluate their models.

139. By the end of Key Stage 1, pupils design and make a wide range of models. They draw designs for making musical instruments such as shakers and stringed instruments. Their plans are clear and well illustrated and identify both the materials to be used and significant features. They sometimes make good evaluations of their models that lead to considered decisions for improvement. One pupil, for example, wrote on his plan of a stringed instrument that "the string is not so good - try elastic". Pupils have a growing awareness of the various factors required to stabilise tall structures. They explored their theories by, for instance, building models of plastic cubes and then applying what they had learned into models constructed of paper tubes. After testing their models, they talked about the need for a firm base. In extending their skills into sewing, pupils produced colourful "fantasy flowers" of a good quality and used them in a striking millennium display.

140. By the end of Key Stage 2, pupils build on the firm base established in Key Stage 1 and make good progress. They continue to improve their skill in planning. Initial plans and drawings are often extended by pupils producing paper prototypes, enabling refinements and adjustments to be made before they begin to make the final model. Good evidence of this process was observed in Year 6 when, for example, pupils were producing hats. The paper patterns they had made from their original plans were often changed, as the pupils realised their designs were impracticable or caused them too many constructional difficulties.

141. Pupils' skills in food technology are also good by the end of Year 6. They are able to design and cook a bun suitable for a packed lunch. Their recipes are meticulously prepared and pupils identify the cost of ingredients required. Evaluative testing for colour and taste was fun. It often identified the need for more chocolate chips to be included next time! In Years 3 and 4, pupils made good quality cards with moving parts: a weather vane showed sunny or rainy weather and other models enabled ducks to "swim" across a pond. Pupils have learned techniques that allow them to understand and apply swinging, sliding and hinged movements into their designs and constructions. Pupils of this age have good skills in planning and apply these well when constructing bags and purses that they are proud to take home and display to their parents.

142. The limited amount of teaching observed in both key stages was good. Lessons were well prepared. The high challenges offered were matched by the high expectations teachers had of their pupils. Pupils' learning was carefully developed in well-planned stages that enabled them to make good progress. In Year 2, for example, pupils were challenged to make the tallest tower possible without it blowing over, a topic which ran over several lessons. The teacher had carefully developed pupils' understanding of strong structures by studying the local church next to the school to see how the tower stood up and by growing seedlings to establish the benefits of the root structure to the plant. She then successfully led her pupils to apply their acquired knowledge into their construction plans.

143. The good teaching in Year 6 was further exemplified when pupils were taught to use a sewing machine, with strong emphasis placed upon its safe use. The good pace and high level of motivation ensured that pupils learned in an environment that was both creative and encouraged positive attitudes to work. Through the many good displays of work teachers celebrate pupils' successes. Often the displays encourage pupils to improve their skills in designing and making objects. In a Year 3/4 class, for example, the teacher used an effective display to ask the pupils such questions as "Are you good at using scissors? What changes would you make to a slide structure? What skills would you need? Can you follow a plan? How important is presentation?".

144. Pupils' attitudes to learning are very good. They are enthusiastic and energetic learners, revelling in the interesting tasks with which they have been challenged. As a result, their behaviour is good. They listen carefully to their teachers and sustain concentration throughout lessons. When given the opportunity, they work well collaboratively in groups, sharing ideas and thoughts and listening to the opinions of others. Pupils handle tools safely and well and respect the resources they use. They enjoy their successes and appreciate and acknowledge the achievements of others.

145. Leadership of the subject is effective. Through good management, the provision of training and the sharing of her personal skills, the coordinator is largely responsible for raising standards since the last inspection, especially at Key Stage 2. The action taken has ensured that a good, broad and balanced curriculum is now planned and taught well to pupils. Former weaknesses in aspects such as pupils' evaluative and constructional skills have been pinpointed and improved, and are now strengths. The subject's specific skills are regularly extended into other areas of the curriculum, such as in history when making models of Egyptian gods or making Diwali cards in RE.

146. The school is well aware of areas still awaiting improvement. These include a manageable system for assessing and recording pupils' attainment and planned opportunities for the coordinator to observe the teaching of the subject in classes other than her own. The quality, quantity and range of resources are good and make an effective contribution to the teaching of the subject. They are well stored and managed and are easily accessible to all.

GEOGRAPHY

147. Pupils' overall level of attainment by the end of Key Stage 1 is average, as it was at the last inspection. In studying their locality, pupils pinpoint on maps where they live by identifying their street or road. They talk knowledgeably about the route they take on their journey to school. When drawing their journey, they make appropriate symbols to identify features, but do not have a key to identify their symbols. Their knowledge that some features are permanent and others are temporary enables them to decide what to include on their plans. Pupils of low attainment produce similar route plans, but they are based on the journey from the classroom to the school hall.

148. In travelling further afield, pupils are aware of the type of transport most appropriate for a long journey. For example, they discuss and compare the relative transport merits and suitability of a car, an aeroplane and a canal boat. High attainers can point out the countries of the British Isles on a map. All pupils have a good understanding of the weather. They sometimes record it and can talk about the effect of the weather upon activities undertaken and the clothes worn. Pupils are well informed about their environment, understand about taking care of it and say what they like and dislike about their locality.

149. Pupils' overall attainment by the end of Key Stage 2 is also average. Whilst this is lower than the above average rating recorded at the last inspection, there is evidence of good attainment by pupils in Years 3 and 4. This is largely because the curriculum offered to these pupils is more extensive and occupies more time than that offered to older pupils. In Years 3 and 4 pupils further develop their ability to use maps and to gather information from atlases. They interpret census information about population soundly and show how it has affected the growth of major cities and the UK population in general. Pupils' knowledge of where places are has increased. They correctly place Hedon and the Humber on a map and identify several major cities. They realise that Hull is bigger than Oxford, but smaller than London.

150. Pupils undertake very good topic work on India. Pupils know much about Indian food, work, clothes, transport and many other aspects of Indian life. From this information they make good comparisons with their own lives in Hedon. In Years 5 and 6, pupils make an appropriate study of St Lucia and know how the temperature, climate, industrial and commercial factors and land use influence the lives of its inhabitants. When studying Egypt, they are well aware of the River Nile and its importance to Egyptians. Technical language is generally sound, so that pupils talk confidently about source, estuary, tributary, delta and flood plains.

151. Teaching is good overall. Lessons are well prepared. Worksheets of good quality are often supplemented by pupils' easy access to maps and atlases. Teachers' questions are often crafted to stimulate pupils into making carefully considered responses. The pace of teaching is sound. The plenary sessions at the end of lessons inspected provided good opportunities for pupils to reflect upon and consolidate what they had learned. Because appropriate work and specialist support were provided for pupils with special educational needs in a Year 5 class, the pupils made good progress. On most occasions, however, work is set for the whole class; on only a few occasions is work set which is well matched to the varying levels of pupils' attainments.

152. Pupils' attitudes and behaviour in lessons are good. Pupils work very hard, strive to succeed and sustain concentration well. Only rarely is there a need for the teacher to reproach pupils, but when this happens there is usually a quick response. Presentation and handwriting in class are sometimes careless. In contrast, the presentation of work in topics (as, for example, that on India in Years 3 and 4) is very careful, illustrating well the time and effort made by pupils.

153. The leadership of the subject is satisfactory. The well-planned scheme of work helps to ensure appropriate teaching of the National Curriculum and teachers' medium-term plans are carefully monitored. The subject is not, however, a priority in the school's development plan, and the time allocated to it at the upper end of Key Stage 2 results in only thin coverage. Furthermore, since it is part of the termly topic-theme, the evidence of pupils' work is sandwiched between other subjects, making it difficult to find for revision purposes. The school is aware of the need to produce an effective system of assessment for the subject and to make time available for a closer monitoring of teaching.

154. Resources are satisfactory. There is some good guidance on topics and an adequate range of resource material, atlases and maps. The resources are well stored, easily accessible and give appropriate support to teachers.

HISTORY

155. A small amount of history was taught during the week of the inspection, but much additional evidence was available from teachers' plans and records, pupils' work and discussions. Pupils' standard of attainment varies from above average to well below average, but is overall close to average by the ends of both Key Stages 1 and 2.

156. By the end of Key Stage 1 most pupils have a fair knowledge about such aspects as important events in their own families. With the help of visits, photographs and class discussions they have a satisfactory understanding of the functions and relative age of key buildings in Hedon. They learn satisfactorily about changes within living memory by, for example, talking to an older resident or by the display of old domestic objects. They put local buildings such as the church, beacon, town hall and new supermarket into the correct historical sequence with the help of a time-line. They have average knowledge about a small range of important historical figures as diverse as Guy Fawkes and Helen Keller. They acquire a reasonable, elementary understanding of the passage of time and use a variety of sources such as family members, first-hand investigations, visits or books. Most understand simple differences between the past and the present - as, for example, in the reception class and Year 1 when they consider the use of different local building materials.

157. By the end of Key Stage 2, through their work on Egypt, the Tudors and local history, most pupils acquire a near-average understanding of the passage of time and a satisfactory framework of chronology. They acquire reasonable confidence in identifying how things change and in understanding how people lived and thought differently in the past. Most pupils are able to see events as part of a sequence. They know a range of significant facts about the daily lives and cultures of some past civilisations: through extensive work on the Egyptians, for instance, pupils learned about many facets of their daily lives from farming and housing to their religious beliefs and technologies. Most pupils have an average skill in searching out relevant evidence in reference books and photographs, in using other kinds of evidence and in recording their findings in handwritten notes or through word processing. A minority are reasonably confident in making informed judgements about the reliability and authenticity of sources. By the age of 11 most pupils have acquired a suitable range of specific historical vocabulary and give reasons for changes in events.

158. Pupils' learning and progress in their studies are usually satisfactory throughout the school. This is because pupils enjoy the subject as a result of carefully chosen topics and good resources. Pupils generally work with concentration and interest, and respond well in lessons to teachers' questions. Most share ideas sensibly and can be trusted to work conscientiously without close supervision, only in a few cases needing reminders to focus on what they are doing. In Year 6 many understand significant

differences, for example, between lifestyles in ancient Egypt and the present day. Higher-attaining pupils generally learn satisfactorily, but in some classes are not required to think hard enough or write in sufficient depth or length. In a minority of cases pupils acquire less knowledge and understanding than they could, because they are given work that is too easy. Pupils with special educational needs generally make steady, satisfactory progress in their studies.

159. The quality of teaching is at least satisfactory and often good throughout the school. Teachers are keen on the subject, well organised and know enough about the subject to handle most pupils' questions confidently. They provide relevant documentary materials and artefacts of good quality to bring the subject alive, sometimes drawing on their own possessions or those of a local museum service to which the school subscribes. The best teaching of the subject is marked by a challenging step-by-step exploration of evidence and ideas.

160. The curriculum offered is reasonably balanced. The topics studied contain appropriate depth, but there is insufficient time for a large enough range of topics to be studied to this same depth. The curriculum is based on a satisfactory outline scheme of work and well-referenced, shorter-term planning. Ideas on how to teach the subject are well assembled and recorded. The subject is insufficiently monitored, however, to be certain that sound standards and understanding are achieved and that sufficient time within lessons is devoted to oral and written rather than other kinds of work. such as art. Work is increasingly linked to the national literacy strategy.

161. There are occasional study visits to historical locations such as the Army Museum in Beverley. Displays of relevant work (in a wide variety of media and formats) in classes and around the school are very well presented. There is a satisfactory range of books, artefacts, photographs and videos for providing basic information, but other reference materials, such as old maps, postcards and computer software, are in limited supply.

INFORMATION TECHNOLOGY

162. By the age of seven pupils' overall attainment is generally at the level expected. They use a suitable word-processing package to enter, edit and print text, with good control of the keyboard and mouse. Competent use is made of a simple database in which to enter information they have collected and to print out the results. For example, pupils in Year 2 recorded details of the weather over a week, steadily building up their database, and then printed their findings by using the graph facilities of the program. A group of pupils in Year 1 recorded data about themselves and analysed them in various ways, again using the graph facilities. Pupils in Key Stage 1 also learn how to control a device by giving a programmable toy a sequence of instructions. They quickly learn the importance of the order of the instructions. At this age, pupils also learn how to communicate information in other ways. For example they use a video-camera to record the growth of daffodils, filming the daffodils while talking to the camera about the subject. A few pupils already have experience of using the Internet.

163. By the end of Key Stage 2, most pupils' attainment in IT is broadly what is expected of 11 year olds. They are confident in such basic operations as using the keyboard, mouse and printer. They select the required software from displays of screen icons to fulfil tasks set by their teacher and use menus correctly. They learn how to open files, enter text, edit errors and tidy up the format before printing their document. They use these skills well in some of their written work in the subject. For example, two pupils in Year 6 used a commercial desktop publishing package to prepare an eye-catching layout of the front page of their historical study of Egypt. They used with confidence the facilities of selecting pictures, putting text in boxes and choosing print fonts. They varied the relative sizes of these elements to achieve their desired impact.

164. Pupils in Key Stage 2 write short programs to control a screen turtle, so extending their earlier experience of controlling a device by giving it instructions. They learn well to use the “repeat” instructions to create short procedures. One pupil in Year 6, for instance, demonstrated his procedure for drawing a hexagon on the screen. He rose to the challenge of filling the screen with hexagons, to give a honeycomb effect, with impressive speed and ingenuity. Pupils also gain experience of capturing and analysing data, using IT in a commercial setting, by visiting a nearby oil refinery to participate in this activity.

165. No direct teaching of IT was observed during the inspection, but teachers’ planning, records of pupils’ attainments, samples of work and observation of single or pairs of pupils using computers indicate that pupils learn appropriate skills. They are taught competently from an early age to use the keyboard and mouse to enter and edit text into a computer. Pupils in the reception class, for instance, learned to space words, use backspace, move the cursor and delete while producing Easter messages on the screen and the printer. Teachers make good use of programs which enable pupils with special educational needs to consolidate basic skills in numeracy and literacy. Most of pupils’ learning of IT is integrated effectively into their learning of other subjects. Teachers keep a close eye upon pupils’ progress and maintain detailed records of the skills they demonstrate during their uses of IT. Pupils benefit from the support given by the chair of governors in sharing his expertise with them.

166. Pupils’ attitudes to the subject are very positive. They concentrate well, are bold in their attempts to achieve their goals and try hard to succeed. Behaviour is invariably very good and results in a sensible use of equipment. Good relationships are evident in pupils’ willingness to help one another. The subject is well coordinated.

MUSIC

167. By the end of Key Stage 1 pupils’ overall level of attainment is in line with the standard expected nationally. Pupils sing reasonably well in tune and, with help, hold a tune in a simple two-part song. They use simple percussion instruments confidently and keep a steady beat. Through daily assemblies they hear a wide range of music: many remember the overall style or source of the music, or connect it with a story. Only a limited range of lessons were seen during the inspection, but teachers’ detailed plans indicate that they cover the National Curriculum in the subject.

168. Overall attainment by the end of Key Stage 2 is also in line with the national expectation. Pupils have an elementary knowledge of notation and can clap or play short, simple rhythmic patterns. A significant number have reasonable familiarity with the treble clef and are able to work out the names of most notes on the staff. They have a fair perception of relative pitch when they use tonic solfa and staff notation. Many pupils remember music they have heard and know the names of such composers as Handel, Beethoven and Mozart. They also know a few classical pieces. Most understand such technical terms as pitch, texture, structure and dynamics, and most are familiar with the instruments of the orchestra. Pupils compose pieces satisfactorily and are keen to improve and record their work.

169. Throughout the school pupils are interested in the subject. A large number of them raise their hands in assemblies to show that they recognise and remember music they have heard previously. Through the daily presentation of musical pieces they build up a fair knowledge of classical, folk and world music and most are pleased to share their knowledge and enjoyment of these pieces. They put much effort into their performances and compositions. In Key Stage 2 they persist well in improving and recording their compositions.

170. The school does not have a specialist music teacher. Most teachers are, however, confident in initiating activities with their own classes. In the small number of lessons seen during the inspection teaching was good. In these lessons teachers planned well and organised the lessons effectively. The control of classes was good. Pupils were pushed to work hard, stay on task and do their best. Pupils' attitudes are good. They are interested in music and many show persistence with their work. Behaviour in lessons is good. Pupils work well both in whole classes and in groups.

171. The music coordinator is new to the post and has had insufficient time to influence significantly the work of the whole school. The school has a generally good range of equipment and instruments, which are stored with very great care, but little use is made of music technology. Individual violin and clarinet lessons are taken by 20 pupils. Pupils also learn to play guitars after school. There is a school choir and some pupils learn to play the recorder. All pupils have regular opportunities to sing, both in the school assemblies and in whole year groups.

PHYSICAL EDUCATION

172. Pupils' overall standard in the subject is in line with national expectations by the end of Key Stage 2, as was reported in the previous inspection. Owing to timetabling arrangements on this inspection, it was not possible to gain sufficient evidence to make a reliable judgement about the overall standard of attainment at the end of Key Stage 1.

173. By the end of Key Stage 2, pupils achieve satisfactory standards in gymnastics. They practise, refine and repeat a series of actions on the floor and on apparatus, showing a good awareness of body tension and control. All work well with a partner to mirror one another's movements and demonstrate good balance. Most know the effects of exercise on their body and sustain energetic activity well. They show confidence when demonstrating for the whole class and sensibly evaluate the performance of others. Pupils display similar high standards in their skills in games. When playing netball outdoors, for example, all show a good competitive spirit, attacking, dodging and defending competently. In dance, pupils respond well to music. In a class of Year 3 and 4 pupils, for example, they imaginatively depicted the individual characters portrayed by different instruments in Prokofiev's music of *Peter and the Wolf*, adding appropriate facial expressions for granddad and the wolf in their performance.

174. The school reports that each year pupils in Year 4 have ten swimming lessons funded by the local authority. As a result of this relatively low provision, few pupils achieve the expected standards in swimming by the end of the key stage. In 1999, for example, only 11 per cent of the year group were able to swim the required 25 metres after the series of lessons and a similar proportion were still non-swimmers. This is well below the standard normally seen in similar schools.

175. Pupils' attitudes to dance, gymnastics and sessions of games are good. Pupils change quickly and quietly and listen well to instructions. All sensibly obey rules to safeguard their own and others' safety. Their good behaviour ensures that little time is lost during lessons waiting for pupils' attention. Pupils of all ages and abilities are well motivated, hardworking and keen to be involved. There was no shortage of volunteers, for example, to demonstrate in the Year 5 gymnastics lesson, and a class of pupils in Years 3 and 4 were eager to share their ideas about actions appropriate to the music. All moved with confidence and enjoyment. Pupils with special educational needs and those of higher attainment compete equally in lessons. All show a good sense of responsibility and fair play. Older pupils in Year 5, for example, take their turn on apparatus without trying to jump a queue and readily appreciate the performance of others.

176. The quality of teaching is satisfactory throughout the school. This judgement is based on the lessons seen in Key Stage 2 and a scrutiny of teachers' planning and assessment records in Key Stage 1. Teachers generally have a satisfactory knowledge of the subject and plan their lessons carefully. Before and during lessons they give clear instructions to pupils, so that all know exactly what is expected of them. This is an improvement on the previous inspection where it was reported that teachers' style and lack of appropriate skills inhibited pupils' progress in gymnastics. The teaching of dance was also considered to be ineffective. Tasks in gymnastics and dance are now demanding in their content and have a good balance between activity and demonstration.

177. The pace of lessons is appropriate and this also is an improvement from the previous inspection. As a result, all pupils are sufficiently challenged and their interest is maintained. Demonstration is used effectively to illustrate skills and encourage pupils to improve their own performance. Teachers assess pupils at the end of each term, keep detailed records of their progress and make detailed reports of the results to parents annually. The quality of learning in all the lessons seen during the inspection was satisfactory. All teachers effectively use the resources available to ensure that pupils develop sound skills and work hard during lessons. They encourage pupils to take responsibility for setting out large apparatus and are meticulous in their attention to pupils' safety. The good level of discipline and control seen in all lessons means that little time is wasted and pupils of all abilities make satisfactory progress.

178. The breadth and balance of the curriculum are satisfactory. Classwork is enhanced by a wide range of extracurricular sporting activities such as a Judo club and coaching sessions provided by professional football players from Hull City. All pupils have the opportunity to play football, netball and the "T-ball" version of basketball on a regular basis. Girls and boys have the opportunity to join in with team games, and frequent football, netball or athletic events are arranged against other schools. This helps to give pupils a sense of fair play and sharpens up their spirit of competitiveness in sport.

179. The management of the subject is satisfactory overall. Teachers' planning is closely monitored each half-term, but there is no planned programme for the subject coordinator to monitor or evaluate the quality of teaching. As a result, the quality of what is actually taught in each class is not adequately evaluated with a view to raising standards. The scheme of work that provides guidance to teachers when they plan their lessons is out of date, but the coordinator is currently adding the latest curricular guidelines to enable all teachers to plan more effectively and to ensure that pupils build appropriately on their previous learning.

180. Staffing levels and teachers' expertise are adequate for all aspects of the PE curriculum. Accommodation is very good. Pupils benefit from lessons in a spacious hall, on the large, flat hard-play areas or on the attractive playing field. The public footpath, situated between the school buildings and its field, however, presents an unacceptable hazard to pupils' safety. The level of resources is good for all aspects of the subject.

RELIGIOUS EDUCATION

181. Pupils' overall level of attainment is average by the end of Key Stage 1, but the amount they study is not high enough. In the lessons seen pupils wrote satisfactorily, for example, about what they thought might have happened before and after Jesus's stilling of the storm on the Sea of Galilee and recorded the events of Holy Week in pictorial form.

182. By the end of Key Stage 2, pupils have reasonable knowledge about such aspects as Hindu beliefs (in their topic on India) and The Five Pillars of Islam and ancient Egyptian beliefs (in their

topic on the Egyptians). They know about the Ten Commandments and such Bible stories as Adam and Eve, Jairus's daughter and the parable of the sower, and understand about such major festivals as Christmas and Easter. Pupils also explore human relationships sensitively and consider the kinds of experiences that produce happiness or sadness. Again the width of their studies is too narrow.

183. Pupils have good attitudes overall to their studies in Key Stage 1 and display very good attitudes when they are fully occupied in learning. They listen very well and work hard at their writing and pictures. Many are not confident when speaking, and those that are sometimes have to wait too long for their turn to contribute, thereby lessening their interest. Individual pupils try hard, as when they change the past tense to the present tense on taking the "hot seat" and becoming a "reporter".

184. In Key Stage 2 pupils' attitudes are usually good and are closely linked to the quality of teaching. In the best lessons pupils listen carefully, work at speed and produce work of high quality. Where teaching is unstimulating, pupils complete too little work. Where attitudes are good, pupils show a solid understanding of what they have learned and relate the aspects they study to their own lives well.

185. In the lessons observed the quality of teaching in Key Stage 1 was satisfactory overall. In one lesson, for instance, pupils were sensitively helped to imagine what it might have been like to be by the Sea of Galilee in the time of Jesus, and the way in which the session was introduced made learning fun. Good opportunities were taken to encourage pupils to think how Jesus might have acted: "Can I go back to sleep now?", they suggested as Jesus's response after the storm was calmed. Pupils learn to use their own experience to empathise with others. For example, the story of Holy Week was told with considerable sensitivity, so that pupils began to realise both the good and bad sides of the story. Although there was insufficient involvement of higher attainers in discussion, by the end of the lesson most pupils had recorded the main events of the week in a way that carried much individual significance for them.

186. The quality of teaching in Key Stage 2 is satisfactory overall. The teaching in very good lessons is typified by the brisk organisation of the starts of lessons, an early launch of pupils into preparatory work (as, for instance, while the teacher takes the register), a careful timing of all activities and an urgency in the pace of all work. In one lesson the teacher reinforced pupils literacy well by correcting what pupils misspelled as she went round the room and by reminding them of the importance of full stops and capital letters in their writing. In these good lessons work is well matched to the pupils' different levels of attainment. By the end of Year 6 pupils discuss issues well and have satisfactory understanding of the main Christian message.

187. In lessons that have weaknesses the pace of learning is too slow. Pupils are insufficiently encouraged to concentrate, to produce enough work within a given time or to work in silence when necessary. Occasionally teachers' subject knowledge is not secure. Opportunities are sometimes missed to enliven lessons with posters, pictures and Bibles or to set adequate challenge to older pupils.

188. The recently revised Agreed Syllabus is being followed, but because insufficient time is allocated to the subject the local Agreed Syllabus is not covered in adequate depth. In Year 5 pupils who learn a musical instrument regularly miss half the lesson. The medium-term plans for the subject are not sufficient to ensure that the subject is taught as required and no further scheme of work has been written. The school itself has identified the subject as a priority for improvement and aims to have the necessary changes in place by the beginning of the next academic year.