

# INSPECTION REPORT

**GILLSHILL PRIMARY SCHOOL**

Hull

LEA area: Hull

Unique reference number: 117720

Headteacher: Sue Brummitt

Reporting inspector: Eileen Parry  
2615

Dates of inspection: 7<sup>th</sup> – 11<sup>th</sup> July 2003

Inspection number: 247799

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cavendish Road Kinston-upon-Hull
Postcode:	HU8 0JU
Telephone number:	01482 781002
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Brown
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2615	Eileen Parry	Registered inspector	Art and design Foundation Stage	How well are pupils taught? The school's results and pupils' achievements What sort of school is it? How well is the school led and managed? What should the school do to improve further?
31718	Denise Shields	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
33021	Kathy Thompson	Team inspector	Design and technology Religious education	How good are curricular and other opportunities?
1272	Ian Hocking	Team inspector	Mathematics Information and communication technology Physical education	How well does the school care for its pupils?
32180	David Sleightholme	Team inspector	Science Geography Special educational needs Educational inclusion	
20767	Jerry Royle	Team inspector	English Music History	English as an additional language

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This large, urban, primary school has 420 full-time pupils on roll, almost entirely from white British families. The tiny minority of bilingual pupils speak English fluently. When they start in reception, children's skills and knowledge are average. The children's family backgrounds are broadly average. Although unemployment in the area that the children come from is higher than usual, some families do not take up their children's entitlement to free school meals. The percentage of children who need help with learning or behaviour is average.

### **HOW GOOD THE SCHOOL IS**

This is a good school, which provides very good value for money. There is a strong leadership team led very effectively by the headteacher and supported well by the governors. A significant amount of teaching is good and leads to children making good progress. Standards are high in the reception classes, in English by Year 2 and 6 and in physical education by Year 6. They are at least average in all other subjects. The very good quality of relationships and provision for children's personal and social development leads to a warm and caring school where, regardless of ability, children flourish.

#### **What the school does well**

- Children in reception achieve very well and by the time they are ready to move on they reach standards that are well above average because of the high quality of teaching and provision.
- Standards in national tests for pupils in Year 2 are well above average this year and for those in Year 6 are above average.
- Teaching is good overall but with more very good and excellent than is usually found.
- The school provides very well for children's personal and social development so that children are enthusiastic learners and show very good levels of care for each other.
- The school is very well led by the headteacher and by teachers with responsibilities.
- There is a very good curriculum that is well enriched by the many extra activities that the school provides.
- The school has a very good partnership with parents.

#### **What could be improved**

- There are no major areas of weakness for the school to address

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1997. It has made good progress in addressing the issues it was set at that time. Provision for information and communication technology (ICT) that was criticised before is now good and is raising the standards that pupils reach. Similarly there are now good procedures for checking how well teachers teach. The school improvement plan is much more clearly written than was reported in the previous inspection. Weaknesses in the way that the school kept records and made assessments of children's learning have been dealt with and these areas are now good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	D	D	D
Mathematics	A	B	A	B
Science	A	B	C	C

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

The table shows that results for eleven year olds in 2002 were well above the national average in mathematics and above those of schools that are similar in terms of the percentage of children who take up free school meals. They were below both national and similar schools in English and average in science. Results had been falling in English and science in previous years because of some weaknesses in teaching. There is now a strong team in Year 6 as can be seen in the much improved results for the current year which were received during the inspection. These are likely to be above average in all three subjects and have exceeded the targets set for this group of pupils by a good margin. For seven year olds, this year's results will at least maintain those of 2002 which were above average in reading, well above in writing and in the top five per cent compared to schools nationally in mathematics.

Children in the reception classes achieve very well especially in the early stages of reading, writing and mathematics where they reach standards that are well above those expected for their age. Children achieve very well in Years 1 and 2 and well in Years 3 to 6. Throughout the school, standards are above average in English and mathematics. Children speak confidently. Their reading and writing skills are competent as are those for mathematics. Standards are particularly good in physical education in Year 6. They are above average in art and science by Year 2 and 6 and in physical education by Year 2 and history by Year 6. In other subjects standards are in line with what is expected for pupils' ages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children enjoy coming to the school, work hard and take a pride in what they do
Behaviour, in and out of classrooms	Very good. Children behave well in and around the school.
Personal development and relationships	Very good. The school is successful in meeting its aim of helping children to become rounded personalities.
Attendance	Above average.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 overall in the school is good. There were only three occasions, in junior classes, when unsatisfactory teaching was observed. These were because of weaknesses in the organisation and management of pupils, so that pupils did not learn enough, and were not typical of other lessons taught by the same teachers. Teaching from reception to Year 2 is very good overall. A strong feature throughout the school is the quality of planning which is very detailed and makes clear provision to meet the needs of children of all abilities. This is a particular strength in mathematics. Teachers have good subject knowledge across the board and prepare for lessons thoroughly. Lessons are often lively and interesting so that children work hard and with enthusiasm. Classroom assistants and other adult helpers make very good contributions to children's learning, especially when children are working individually or in groups. Teaching in English and mathematics is very good in Years 1 and 2 and good in Years 3 to 6 where there is a little more variation in quality. Children's numeracy skills are developed very well in mathematics lessons and children are given good opportunities to use these skills in other subjects. Literacy skills are taught well. Children speak confidently and read and write well in all of the subjects of the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There are many extra visits, visitors and activities that enrich the curriculum.
Provision for pupils with special educational needs	Very good. Children have full access to the curriculum and also have special times that focus on their individual needs.
Provision for pupils with English as an additional language	There are no children at present who need support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school focuses strongly and successfully on educating the 'whole' child. The least effective element in this very good provision is learning about people from different backgrounds.
How well the school cares for its pupils	Very good care is taken of the children.

There is a strong partnership with parents, who value the school highly and help children's education at home and in the classroom.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	The headteacher is a very good leader and is well supported by the senior management team and by teachers who lead subjects.

headteacher and other key staff	
How well the governors fulfil their responsibilities	All statutory responsibilities are carried out and the governors provide effective support to the school.
The school's evaluation of its performance	Good. The school has effective systems for seeing how well it is doing in all areas of its life.
The strategic use of resources	Good. There is a clear understanding about securing good value for spending and about consulting people in making improvements.

The school has sufficient teachers, and a good supply of classroom assistants and administrative support. There are good resources for teachers to teach subjects. However, library stock is inadequate, and some books are old and outdated. The building is well cared for and has sufficient teaching and learning space but the playground outside is inadequate in size and has a poor surface.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Teaching is good and children work hard and make good progress.</li> <li>• They feel comfortable about approaching the school.</li> <li>• Children like school and are being helped to become more mature.</li> <li>• The school is well led and managed.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities.</li> <li>• The amount of homework.</li> <li>• Information about how children are getting on.</li> </ul>

The inspection team agrees fully with the parents' positive views. The range of extra activities including visits, visitors and clubs is good. Homework is given regularly and is planned sufficiently in advance. Inspectors think that children's annual reports are satisfactory but agree that these reports could, in some cases, provide a clearer idea of what children need to do to improve.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1 Compared to all schools and to schools that are in similar contexts based on the take-up of free school meals, results in the national tests for eleven year olds in 2002 were below average in English, and average in science. In mathematics, results were well above the national average and above those of similar schools. Although the trend over time is broadly in line with that nationally, in this school there have been fluctuations and falls because of inconsistencies in teaching. However, these difficulties have been resolved and early information from 2003 shows that the targets set were exceeded and results are likely to be above average in all three subjects. For seven year olds, the results in the national tests and assessments in 2002 were above average in reading, well above average in writing and in the top five per cent of schools nationally in mathematics. Results were well above the average for similar schools in reading, and in the top five per cent for writing and mathematics.

2 Children start full-time education in the reception classes with skills and knowledge that are typical for their ages. However, because of the high quality of the teaching and provision, they make very good progress and by the end of reception are reading and writing competently and have achieved very well in mathematics and in the other areas of learning for young children. Almost all of them are working within the early stages of the National Curriculum in most areas of learning so that standards are well above the average.

3 Seven year olds achieve very well English to reach standards that are well above average by Year 2. The above average standards reached by Year 6 pupils represent good achievement. Pupils speak well by Year 2 as a result of the many opportunities that they have to talk in formal situations in class and assemblies. They continue to develop confidence and by Year 6, pupils express themselves clearly and confidently both to individuals and to a wider audience. Children get off to a good start in reading and writing in reception and build on this well in Years 1 and 2. By the age of seven, pupils read well, some of them tackling books for much older pupils. Their writing is of very good quality, making use of interesting words and being well structured. Most use a joined-up handwriting style. Pupils take pride in their work and present it well. Pupils are now making better progress in Years 3 to 6 as a result of more consistent teaching so that standards are now above average in reading and writing.

4 In mathematics, pupils are reaching standards that are well above average by the time that they are seven years old. This represents very good achievement. Standards are above average by the time that they are eleven and pupils achieve well. The National Numeracy Strategy is making a good impact because of the high quality of leadership in this subject. For example, planning is excellent and provides a firm structure for teachers to modify lessons to fit the individual needs of their classes. As a result, pupils make good gains in the knowledge and use of shapes and measures. Their number work is competent by Year 2, as are their skills in handling data and in solving problems. A similar picture is true of Year 3 to 6 where attainment is above average. Pupils now in Year 6 are very competent in manipulating numbers. They recall multiplication tables well and have a good mathematical vocabulary. Their knowledge of shapes and of measures is good and they handle data competently.

5 Standards in science are above average by the end of Years 2 and 6 and pupils' achievement is good. Year 2 pupils investigate with enthusiasm and remember facts well. They are beginning to use scientific vocabulary to describe what they see and do. By Year 6

pupils have good knowledge of the topics they have covered. They have good skills in thinking and carrying out investigations and are aware of the importance of making tests fair. They record their findings in appropriate scientific ways.

6 In art, pupils throughout the school reach standards that are above expectations. Standards are also above average in physical education by Year 2 and in history and religious education by Year 6. They are well above the average in physical education by Year 6, as a result of the high quality teaching in this subject and the contribution that extra-curricular activities make. In music, geography, design and technology and ICT, standards are in line with expectations by the end of Years 2 and 6.

7 Pupils with special educational needs achieve good standards in relation to their prior attainment and they make good progress overall towards their individual targets because their learning is carefully planned and they are given good support in achieving these learning targets.

### **Pupils' attitudes, values and personal development**

8 Pupils' behaviour, attitudes, personal development and relationships with each other and adults are very good. In 15 per cent of the lessons observed, pupils' attitudes and behaviour were judged to be excellent. These very positive features help to create an atmosphere where pupils really enjoy learning; this contributes to the progress they make. Since the last full inspection, standards in all of these areas have improved.

9 Pupils say that they enjoy school life and the oldest pupils commented on how sad they would be to leave. A notable feature, observed during the inspection, was the unfailingly positive attitudes to their work shown by the Year 6 pupils. This is indeed a credit to them and their teachers, because they had finished their tests, been to visit their new school and were preparing to leave the school within the next ten days.

10 Pupils take an interest in all the school has to offer, for instance in the lunchtime and after-school clubs such as sport, knitting or art and design. They show positive attitudes to school in other ways; there is no litter or graffiti around the school site; displays remain in pristine condition. Pupils enjoy their lessons; for instance, during a personal, social and health education lesson, pupils in Year 1 enthusiastically selected the pictures to cut out of magazines and stick on the paper plates in order to depict a healthy meal. Pupils listen very well to their teachers, therefore they know what to do next and settle quickly to their given tasks. They try hard and persevere with tasks even when they are difficult, such as during a mathematics lesson when pupils were, for the first time, applying the skills of a two-part operation in order to add 9 to a given number. They concentrated very well trying to get to grips with first adding 10 and then subtracting 1 using their number squares. Pupils talk confidently and knowledgeably about the work they are doing to visitors. Very occasionally pupils have less positive attitudes to their work. This is directly linked to lessons where tasks are not well matched to their abilities or when they are not sufficiently encouraged to become involved in the lesson activities.

11 In lessons, and when moving around the school building, such as to and from assembly or coming inside after lunch and break, pupils behave very well. They try hard to live up to the school's expectations. For example, most, even the youngest, remember to put their hand up to answer questions. There are instances when behaviour and attitudes are exemplary; for instance in the ICT suite when the temperature was extremely high due to the very hot weather, pupils remained completely focused throughout the lesson despite the discomfort of the heat. Pupils, especially the oldest, clearly understand the impact their

actions will have on others. An extremely good example of this was during a demonstration of gymnastics given by pupils in Year 6. They showed complete trust in their classmates whilst balancing in pairs and fours.

12 There are many examples where pupils show care and compassion for others; if someone gets hurt outside on the playground, a friend will accompany them to receive first aid, and others play games inside if their friends are unable to play outside due to injury. Pupils are very polite and friendly and interested in what visitors have to say to them; they are keen to help them by showing the way to classrooms. Very occasionally, in lessons, pupils do not always behave as well as they might; pupils fidget or talk over the teacher. This is because the pace of the lesson is too slow to gain all pupils' interest and attention.

13 Another example of very good behaviour is at break and lunchtime. The playground and grassed area are very restricted and there are no quiet areas. Nevertheless, boys and girls play and socialise well together and it is noticeable that their relationships are totally relaxed and friendly. Relationships throughout the school between adults and pupils are very good; they are based on mutual trust and respect. Older pupils confirm that all teachers who work in the school are approachable and this gives them the confidence to seek help when they need it. Although there are relatively few pupils from ethnic backgrounds or cultures, there is a great level of racial harmony amongst all pupils.

14 Pupils listen appreciatively and offer praise to their classmates. They are becoming confident to offer opinions, for instance during a Year 2 history lesson. Despite their young age, pupils debated the merits of which clue, given on a prompt card indicated that it would describe the 'attackers' or 'defenders' of the castle. Pupils co-operate and take turns willingly, such as when using the ICT suite. They readily help each other, for instance buttoning up each other's shirts before the art lesson starts. They accept and carry out maturely the increasing range of responsibilities as they move through the school. Pupils are given opportunities to generate and follow up their own ideas and talk about how they might refine their work; for example, during an art and design lesson pupils discussed how they might improve their fruit salad designs. One boy had clearly thought about this, and suggested that the cherries might have been easier to handle had he been able to use a spoon to take the stone out. Pupils are given other opportunities to show initiative, such as planning their own experiments during science lessons.

15 Attendance is good, above both the national and local education authority (LEA) figures. Unauthorised absence is minimal because of the school's very good systems to follow up any unexplained absence. Virtually all pupils attend school regularly and on time. Where they do not, the school is very aware of the reasons why. There are a very small number of pupils who arrive late in the morning.

## **HOW WELL ARE PUPILS TAUGHT?**

16 Children in the reception classes are taught very well. Their lessons are very well planned. The classrooms are bright and well organised with areas for learning that include space for children's imaginative play. Adults use their voices well to attract and keep children's attention as when reading stories, introducing lessons or in the dance lesson where the teacher's use of voice mesmerized the children and her modelling of actions gave them good ideas to copy. At this late stage of the year, literacy and numeracy lessons are in the style for Year 1 pupils. Because of the high quality of teamwork of all the adults in the reception classes, the children are kept working very hard in small groups for considerable lengths of time for such young children. Nevertheless, the atmosphere is warm and encouraging and children respond enthusiastically. Care is taken to see that children who have special educational needs and cannot concentrate for as long as the others are allowed

to do other tasks during the long taught sessions. Afternoon sessions are more relaxed and offer the children some free choice.

17 Teaching and learning are very good overall in Years 1 and 2 and good overall in Years 3 to 6. Across the whole of the school there is more teaching that is very good and outstanding than is usually found, with over a third coming into this category. This accounts for the good and very good progress that pupils make in their time in the school. The school's policy for using different teaching and learning styles is being used effectively to cater for the differences in the way children learn, for example, partner work such as in the high quality physical education lesson for Year 6 'hot seating' in religious education lessons where children learn through dramatising events, first-hand learning as in a mock Christening in Year 1, and fun and games in mental mathematics.

18 Planning is often good and in the case of mathematics is excellent, giving teachers a very secure framework for lessons which only needs small adaptations to fit the individual needs of the classes. In a number of subjects, the quality of planning reflects teachers' good subject knowledge and, when combined with effective teaching and learning, leads to pupils of all abilities making very good progress. This was often the case in lessons in mathematics, physical education, English and history. Another strength of teaching is in the way teachers manage pupils, using the very good quality of relationships so that learning can be relaxed, fun and challenging as was seen in mathematics lessons in Years 2 and 3. Teachers explain what lessons are going to be about clearly so that pupils know what they are going to do and learn and little time is lost when they settle down to individual or group tasks. Teachers and classroom assistants work very well together, especially when the pupils are working individually and in groups. The classroom assistants provide very effective support.

19 In three lessons, one each in mathematics, physical education and music, teaching was unsatisfactory because weaknesses in the organisation and management of pupils meant that pupils did not learn enough. This was not a consistent pattern and the same teachers also taught lessons that were good.

20 The quality of teaching for pupils with special educational needs is good, both in the classroom, and in the small withdrawal groups where pupils receive extra support. The small groups give pupils' skills and confidence a boost. For example, a group of pupils in a Year 1 were making good progress in matching numbers to symbols, prior to a whole-class numeracy lesson. This intensive support ensures pupils are able to play a greater part in whole-class lessons because they complete activities that are very closely matched to their abilities.

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

21 The youngest children have a very good curriculum that is planned with their learning needs at heart. In the second half of the term, this is moving more towards the National Curriculum provision that they will have in Year 1. It still keeps sufficient emphasis on learning through play. Morning, lunchtime and afternoon breaks are used very well to give children a safe time in a fenced-off area for physical activities. Pupils from Years 1 to 6 also have a very good curriculum. All subjects are represented and good attention is given to religious education. Quite often good links are planned between subjects and these support good quality learning. There is a very good range of extra activities, which adds richness to the curriculum. These activities are for children of all ages. A range of people leads them, including school staff, parents, governors and specialist providers. All activities are of high quality, well attended and enjoyable.

22 The curricular provision for pupils with special educational needs is particularly good in literacy and numeracy. In most lessons, teachers and classroom support assistants ensure that work is appropriately adapted to meet pupils' needs. For example, in an excellent Year 3 numeracy lesson, the teacher matched tasks to pupils' abilities extremely well. Those with special educational needs worked on specific tasks, receiving very good adult support. At the end of the lesson the teacher asked questions that reflected the range of different abilities in the classroom. Consequently, pupils with special educational needs made excellent progress in this lesson. The school has good links with the specialist support services of the LEA and uses these well to maximise support for pupils, and advice for staff. For example, a small number of pupils benefit from the expertise of an LEA teacher, one morning per week, when they work intensively on activities designed to improve reading, writing and other key skills.

23 The provision for health education, sex education, drugs education and citizenship is very good and fully meets requirements. This is an improvement since the time of the previous inspection. High priority is given to these aspects and they permeate many other areas of the curriculum. Specific lessons are well taught and 'circle time', in which pupils express and listen to different points of view, is sensitively led and managed by teachers.

24 The overall provision for pupils' spiritual moral and social development is very good and this is a considerable strength of the school. This is an improvement since the previous inspection. Parents confirm the school is helping their children to become mature and responsible.

25 The provision for pupils' spiritual development is very good. The school works very hard to develop and maintain a set of values, principles and beliefs, which inform pupils' perspective on life and their patterns of behaviour. Boys and girls of all ages are highly valued in this very friendly school. Literacy is used exceptionally well to develop pupils' spiritual awareness, such as the use of poetry to inspire in the Year 3 colour poems. Other subjects also make a good contribution to this aspect such as science; in one lesson, pupils were truly amazed when they connected their electrical circuit together and the light bulb shone. In lessons pupils are encouraged to explore their own place in society and their worth and destiny through writing about 'questions for my journey through life'. The texts are very evocative. Spirituality is also promoted very well through religious education lessons and assemblies which provide pupils with good opportunities to consider moral issues. However, pupils do not always have opportunities to reflect on how the themes of assemblies might apply to their own lives.

26 Pupils' moral development is very good. All adults who work in the school provide very good role models and help boys and girls of all ages to understand the difference between right and wrong, and respect for others. Circle time in particular provides a very good opportunity for pupils to consider the viewpoints of others and to think through the consequences of their own and others' actions. Further opportunities for moral development are planned within the curriculum, such as considering heroes and heroines in literature. Awards and certificates acknowledge pupils' efforts, achievements and behaviour. The 'compliments tree' provides opportunities for pupils to value their friends or those closest to them. The very positive and supportive atmosphere throughout the school helps pupils to be considerate and to co-operate. Pupils are conscious of those less fortunate than themselves and raise significant amounts of money for charitable organisations.

27 Opportunities for pupils to develop socially are very effectively encouraged in lessons, for instance, to develop the skills of collaboration and co-operation during lessons such as physical education, literacy lessons and drama productions. Pupils' self-confidence and

esteem are raised through the celebration and value placed on work and achievement, for instance the display of poetry anthologies in classrooms and the achievement assembly each week. Pupils relate very well to one another and to all staff, both in lessons and in the life of the school. They show very good care for their surroundings. The very good provision that is made for extra-curricular activities, residential visits in Year 5 and 6 and the good range of visits and visitors all add to the opportunities provided to extend and enhance pupils' social development. The school council gives pupils the opportunity to debate issues of relevance to their school, and a real chance to influence what goes on in school as well as a chance to learn about democracy.

28 Arrangements for pupils' cultural development are good, although those to raise their awareness of their local culture and heritage are very good. Pupils have the opportunity to take part in a range of environmental projects, such as pond dipping and tree identification at Noddle Hill Park. They also study the immediate area of Gillshill, the heritage of Hull via visits to local museums, and the wider cultural heritage through visits to the Eden Camp and Scarborough Castle. The Creative Partnership Scheme makes a positive contribution through art and drama to both pupils' local and multi-cultural awareness. Religious education lessons also make a good contribution to developing pupils' understanding of other faiths and beliefs. Festival such as Harvest, Diwali and Hanukkah are celebrated in school. There are a few visitors to the school such as Muslim and Sikh visitors in traditional dress, but only a limited range of musicians, artists or those representing other cultures that would enrich this aspect of the school provision. Contributions to this aspect from subjects such as geography and music are less well developed than contributions from art and design, for instance.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29 There are very good arrangements for the day-to-day pastoral support of pupils. The headteacher in particular knows every pupil by name and ensures that they are all made to feel valued in this friendly school. In addition the secretarial staff, classroom assistants and mid-day supervisors, as well as teachers, all play a significant part in the success of this aspect of the school's work. Pupils' personal development is monitored and supported very well. Information about pupils is shared regularly. Written records are kept, for instance the 'learning log' that enables teachers to discreetly support those individual pupils who might need additional help. Where problems are identified, for example if a pupil is unhappy or wants to talk to a teacher, they make time to listen to them. This high quality support gives boys and girls of all ages the confidence to seek help if they should need it and enables them to develop in confidence and self-esteem. Pupils say they feel safe, secure and well cared for at school. Parents' confidence in the support and guidance provided for their children is very well founded. All areas have improved since the time of the previous inspection.

30 Procedures relating to child protection are very good; arrangements are clear and known to all staff. The designated person has detailed knowledge of local practice. Any issues or concerns are dealt with sensitively and due regard is given to the sharing of any information. There are suitable arrangements to cater for any children in public care should they be admitted to the school. Attendance is very closely monitored and absence is quickly followed up. Arrangements to remind parents of the need for their children to attend school regularly and on time are low key but generally effective.

31 The medical and welfare needs of pupils are extremely well catered for; the school ensures that relevant staff receive specific training. Pupils are well supervised at break and lunchtime. The supervisors are lovely friendly people who take their roles very seriously; they are careful to use discussion rather than authority to manage any issues; this means that relationships with the pupils are friendly and relaxed.



32 Transition arrangements for pupils entering the school for the first time or moving on to secondary education are very good. Because of this children settle quickly into the reception classes and the oldest pupils are confident about their move to their next stage of education. Health and safety procedures are satisfactory. Statutory requirements are met, for instance, fire drills and health and safety checks. A general school risk assessment has been undertaken; this relates mostly to policy and practice. Detailed risk assessments, however, have not been carried out in relation to classroom practice or, for instance, for the potentially hazardous playground space.

33 Due to the emphasis placed on such areas as friendship and good relationships, which are talked about during religious education lessons, circle time and assemblies, pupils are very aware of issues such as bullying and tolerance of others. Pupils confirm that they would speak to an adult if they were unhappy. They are fully aware of the school and classroom rules, because they help to devise them and all try very hard to live up to the school's expectations. Great emphasis is placed on encouraging self-discipline and on rewarding appropriate behaviour, effort and achievement.

34 Pupils with special educational needs are well integrated into the caring environment of the school. The school has very good procedures in place in order to identify pupils who may need support in order to have access to the full curriculum, as well as extra-curricular activities. When a concern is first raised, either by the parent or the class teacher, the pupil is monitored closely. If necessary, the pupil is placed on the appropriate stage of the school's special needs register. Pupils requiring specialist help have the necessary support and guidance provided. Class teachers, and the special educational needs co-ordinator, support parents well by discussing ways they can work in partnership to support a pupil's individual needs. Pupils' progress is reviewed regularly. Teachers and classroom support assistants follow specialist advice to meet the needs of pupils' statements of special educational needs, individual education plans or pastoral support plans. As a result these pupils make good progress and gain in confidence.

35 The procedures for assessing and recording individual pupils' attainment and monitoring the progress that they make have been improved since the last inspection and are now very good. There is now an effective whole-school system of assessment and record-keeping used by teachers to decide pupils' levels of attainment and set targets for improvement, especially in English, mathematics and science. The school makes a strong commitment to setting targets for individuals by involving pupils and parents in the process. There is an equally rigorous system for identifying pupils whose performance in basic skills, such as reading, spelling and numeracy, causes concern. There are effective procedures in place, involving the use of ICT, to help senior staff analyse the optional and statutory test results. This enables them to identify areas of weakness, and then set manageable targets for improvement for groups or for making changes to the way subjects are taught. Teachers make very good use of assessment information relating to pupils' performance, so that they can plan future work accordingly, based on how well pupils have performed in lessons. The arrangements for checking the attainment and progress of children in the reception class are also very good, and are an important factor in the remarkable progress that they make.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36 A very effective partnership with parents has been established, which enables them to contribute to their children's learning. This is in line with the findings of the previous inspection. Parents have very positive views about the school. Many choose to send their children to the school in preference to others nearby.

37 Just over three quarters of the inspection questionnaires were returned. Relatively few expressed any criticism and virtually all were full of praise. Parents indicate they feel able to approach the teachers if they have any concerns or problems. They feel that their children enjoy coming to school and are expected to work hard and try their best and are developing into mature and responsible young people. Those parents who attended the meeting prior to the inspection expressed equally positive views. The inspection findings agree with parents' positive comments about the school. A relatively small number of parents expressed some concern about the information they receive about the progress that their children make. Inspectors tend to agree with this view. Some children's reports give a good level of detail but sometimes there is little guidance about how children can improve. Inspectors can find no evidence to support the views expressed that the range of activities outside of lessons is not broad and interesting, or that there is insufficient homework set.

38 The home/school agreement fully reflects the school's aims and strongly promotes a partnership between home and school. Virtually all parents have signed it signifying their support for the school, which they show in many ways. Concerts, school productions and events such as class assemblies receive tremendous support from families. A significant number of parents regularly help with class-based activities and the help they provide has a positive impact on the standards that pupils achieve. They also help with other activities such as extra-curricular sporting activities, helping teachers by preparing and laminating resources, and providing an extra pair of hands on school visits. The parents' forum and recently established 'Friends of the School' raise significant sums of money that benefit the school, such as funding towards the purchase of playground equipment and staging for the hall.

39 The work that children have to do at home is also very well supported by parents. For instance, records show that most regularly hear their children read, especially those in the infant classes. They also support homework in other ways, for instance by helping children to find artefacts to support their work in religious education lessons; this has a positive impact on the standards their children achieve. Parents of pupils with special educational needs also support the work their children do at home very well. They are also actively involved in helping to set future targets for their children because virtually every parent attends the meeting to discuss and review pupils' individual education plans. The school both formally and informally seeks parents' views via the parents' forum and more formal questionnaires; this ensures that parents' views are taken into account when the school is planning further developments.

40 The information provided for parents is good overall. Day-to-day communication is extremely good, especially in the reception classes, with plenty of opportunities for parents to talk to teachers both before and after school if they wish. This informal availability is also evident throughout the school; teachers all make time to talk to parents if there is a need. There is a very good range of written information including newsletters, homework and information about what pupils will be learning. This means that parents are able to support the work their children do if they should wish. The governors' annual report to parents now contains all the required information. The school brochure also does, although this is a very formal document and not written in a particularly parent-friendly manner. Regular information events are organised, for instance giving an insight into reading or numeracy. Annual reports to parents about their children's progress are satisfactory. Whilst they provide a clear picture

of what pupils know and can do in all subjects, there is limited reference to the progress pupils have made over the year or to their weaknesses. Where targets are indicated for improvement, these are often insufficiently focused.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

41 Leadership and management of the school are very good and make a positive contribution to the improving standards of attainment. The headteacher has a very clear sense of purpose and knows what the school needs to do to ensure that pupils of all ages, groups and abilities achieve their potential. All the systems in place are a result of team effort, where new initiatives are carefully planned and evaluated. A very clear school improvement plan plays a significant part in determining the school's educational direction, and action to meet its targets. The headteacher, ably assisted by senior staff and governors, has identified the priorities, and rigorously monitored them to secure improvements in curriculum, assessment and the quality of teaching and learning.

42 Teachers have worked extremely hard to become 'accredited' leaders and are effective at supporting improvements in their subjects. The leadership of literacy and numeracy is outstanding, and this is having an impact on the quality of teaching and learning and standards in these areas. The school has explicit aims and values, and believes strongly in providing enrichment through its curricular and extra-curricular provision. The school works well to achieve very good relationships and equality of opportunities for all pupils and staff.

43 The school is well staffed by a group of committed and dedicated teachers, ably supported by a team of classroom support assistants. The school places high priority on training staff, and ensures needs identified in staff personal action plans and school improvement priorities are met. The induction of new staff is very good. There is excellent provision for the training of new teachers, and the school is regarded highly by local teacher training institutions.

44 The monitoring, development and evaluation of teaching are good and linked to school improvement plan priorities. The headteacher and senior staff have attended training to support their work in monitoring the quality of teaching and learning, and this is contributing to the effectiveness of this provision. Weaknesses in teaching have been tackled effectively and the few unsatisfactory lessons seen were not typical. The school analyses data from national and published tests effectively, and uses this information to improve programmes of teaching and learning. Teachers' planning is very good in literacy, numeracy and science, and this is making a significant contribution to the quality of teaching and learning in those subjects.

45 The governing body ensures that statutory requirements are met. All governors are linked to a subject area, or have a specific responsibility, and meet with staff on a regular basis to discuss developments in these areas. The chair of governors meets with staff once per term to bring them up to date on governing body work, and to provide an opportunity for discussion about any issues they may have. This ensures that governors have a good understanding of the strengths and weaknesses of the school. A considerable strength is the governors' involvement in shaping the direction of the school through school improvement planning. They are very actively involved in checking on how school improvement priorities are progressing, and setting new targets in the light of these. The commitment of the governors, led by a very able and experienced chair, is making a good contribution to the school's continued improvement.

46 The quality of financial management is very good. This is an improvement since the previous inspection. The governing body considers financial matters at their termly sub-committee meetings and maintains a very good oversight of all financial matters. The school

makes very good use of specific grants to help raise standards, with additional funding being spent to help pupils with special educational needs. The school is also successful in obtaining other additional grants to enable the school premises and classrooms to be improved. Financial procedures are very well established. The day-to-day monitoring of the school's expenditure is very effective. So is the day-to-day administration by all the office staff that provides a welcoming first point of contact for visitors to the school. These factors enable the school to work and function in a very smooth, efficient and effective manner.

47 The school's financial management applies the principles of best value effectively. In applying these principles, comparison is carried out through the analysis of test results with similar schools and through discussion at local headteachers' meetings. Commercially the school is a very discriminating purchaser, very well aware of the need for a competitive approach. The school is effective in the way it incorporates consultation into its development. Parents' and pupils' views are regularly sought and opinions taken on board. However, challenge, although it is applied, is not as well embedded in routine practice as the other principles of best value. The governors' statement of best value principles is not sufficiently focused to ensure that this aspect is integral to all aspects of the school's practice.

48 The school is making very good use of new technology. Teachers use overhead projectors in classrooms to support teaching, and computers to create and amend their lesson plans. Teachers search the Internet for useful websites, for example, on up-to-date weather conditions for their work in geography. The administration officers have up-to-date equipment and this ensures that procedures are streamlined and efficient. Governing body meetings sometimes take place in the school's ICT suite where policies and financial information can be amended and updated immediately.

49 The staffing, accommodation and learning resources are satisfactory. Resources are used well to support teaching and learning, and most subjects are at least adequately resourced. Literacy and numeracy have been very well resourced to support these key priorities, and this is enabling staff to teach lessons of good and very good quality in those areas. The library is small, and inadequately stocked, with many books that are out of date. It therefore makes too little contribution to supporting pupils' learning. Most classrooms in the main building are bright, airy and generously sized, supporting teaching and learning well. However, the quality of the outside classrooms is variable, and as they do not have air conditioning, pupils and staff work under extreme conditions on hot summer days.

50 Outside, the playground area is very small for the number of pupils on roll. The school is managing this as best it can, but the need for a staggered playtime impacts on the organisation of the curriculum for the infant classes. The lunchtime arrangements mean that additional mid-day supervisors have to be employed and this is an additional cost to the school's budget. The playground surface is a safety hazard, despite the school's best efforts to 'patch up the surface'. The impact of both the very restricted space and the uneven surface can be seen in the many entries in the school's accident book. Over a sample period of six school days at the beginning of July, there were 32 recorded incidents.

51 The school is very well placed to continue the improvements since the last inspection as the shared commitment to improvement and capacity to succeed are very good.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

52 The school improvement plan covers all issues related to improving the standards that pupils reach and the quality of education provided. There are no others that need to be tackled as a result of this inspection.

Minor issues that the governors should address include:

- securing improvements to the playground;
- continuing to tackle the few inconsistencies in teaching;
- improving detail in the yearly reports of children's progress to parents;
- improving library resources.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	20	25	20	3	0	0
Percentage	9	27	33	27	4	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	420
Number of full-time pupils known to be eligible for free school meals	21
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	34	34
	Girls	26	26	26
	Total	58	60	60
Percentage of pupils at NC level 2 or above	School	97 (85)	100 (85)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	32	33
	Girls	26	25	26
	Total	59	57	59
Percentage of pupils at NC level 2 or above	School	98 (83)	95 (92)	98 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	32002	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	25	28
	Girls	26	27	28
	Total	44	52	56
Percentage of pupils at NC level 4 or above	School	73 (86)	83 (91)	93 (98)
	National	73 (72)	74 (74)	82 (82)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	28
	Girls	26	26	28
	Total	45	50	56
Percentage of pupils at NC level 4 or above	School	75 (86)	83 (91)	93 (98)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	418	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	2	0	0
Any other ethnic group			
No ethnic group recorded			

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



### **Teachers and classes**

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	16.1
Number of pupils per qualified teacher	24.5
Average class size	30

#### **Education support staff: YR– Y6**

Total number of education support staff	16
Total aggregate hours worked per week	338

### **Financial information**

Financial year	2002-3
	£
Total income	836517
Total expenditure	799323
Expenditure per pupil	1903
Balance brought forward from previous year	7870
Balance carried forward to next year	55059

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	318

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	56	42	3	0	0
Behaviour in the school is good.	52	46	2	0	1
My child gets the right amount of work to do at home.	39	49	11	2	0
The teaching is good.	59	38	1	0	1
I am kept well informed about how my child is getting on.	44	45	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	1
The school expects my child to work hard and achieve his or her best.	72	27	0	0	1
The school works closely with parents.	53	41	4	1	0
The school is well led and managed.	57	41	2	0	1
The school is helping my child become mature and responsible.	58	41	1	0	0
The school provides an interesting range of activities outside lessons.	44	34	11	4	7

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

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

53 Children are organised into two reception classes based on their age. At the time of the inspection, teachers were moving the curriculum towards the type of experience that the children will have in Year 1, with literacy and numeracy taught in line with national strategies usually in the morning and a freer structure in the afternoons. The teaching is very good and leads to the children making very good progress from skills that are around average when they start to above, and sometimes well above, average at the end of reception.

#### **Personal, social and emotional development**

54 Children enter reception with broadly average skills in personal and social development and have exceeded them by the time they leave for Year 1. This shows very good achievement and reflects the careful planning and assessment processes coupled with the very good teaching to develop confident, socially aware children.

55 Opportunities for the children to develop their personal, emotional and social skills are plentiful; for example, they performed an assembly to a large audience made up of parents/carers, pupils and adults in the school. Children confidently sang, danced and recited poems, recognising and enjoying the effect their work had upon the audience. They were encouraged to consider their feeling as the adults that they worked with shared their pride in celebrating the success of their performances.

56 The adults in the reception classes work very effectively together, providing good role models. Their positive, supportive relationships create a pleasant working atmosphere. Children listen courteously to each other and take turns sensibly, for example when using the mouse at the computer or when using glue in creating a seaside environment. The level of respect between members of the reception community is strong as demonstrated when children respond, immediately paying full attention to the teacher when she rings a bell. Children respond very well to direct teaching activities with all adults, including those who are parent or friend helpers. They choose activities sensibly when choices are given to them and select and tidy away resources, working co-operatively with other children.

#### **Communication, language and literacy**

57 Children achieve very well by the end of the reception year with standards well above average reflecting the very effective teaching, which is based on detailed planning and thorough assessment. Staff recognise the importance of speaking and listening to future learning and place high emphasis on creating occasions when children can develop and practise these skills. Partner work, for example, is used effectively in literacy. Adults question children well. They correct and extend their vocabulary, as when the children worked creating vehicles. Almost all of the children speak clearly and confidently in groups and to a range of audiences.

58 Children show that they can read confidently to a high standard as they read together and sometimes individually from a 'big book'. Teachers use work from the National Literacy Strategy well to help children to become confident in using sounds to read, write and spell. The standard in writing and spelling for the majority of the children is well above expectations by the end of reception with some children forming interesting, correctly punctuated sentences. All children write their names on their work as a matter of routine, forming letters correctly.

## **Mathematical development**

59 Standards are well above the average for children at the end of reception. Almost all of the children have achieved the early learning goals and are working within the early stages of the National Curriculum. This is because the planning is excellent and teachers, classroom assistants and other adult helpers work together very well as a team to provide high levels of support and challenge. The teaching of mathematics is very good.

60 Many children can count forward and backward from 0 to 20 singly and in twos. They can say what comes before or after a number or between two numbers. Simple resources of large domino cards were used very effectively in one lesson to cover the concept of doubling. Some of the children clearly doubled small numbers without counting whilst others used fingers. Most children read numbers confidently and write them legibly. Some children have a good knowledge of larger numbers, for example up to 100. Children can name a square and one offered the term 'rectangle' when asked to name a different four-sided shape. In the numeracy lessons seen, teachers offered challenging activities that led some children to move from measuring with objects around them to using rulers and to thinking about how they would measure a round object such as a person's waist. The most able recorded their work accurately using the abbreviation 'cm' to show that they were measuring length. Although most children coped very well with the intense level of mathematical work, a few found it hard to continue for long periods. Practical activities which still had a mathematical focus were provided for some children.

## **Knowledge and understanding of the world**

61 During the inspection, there was a strong focus on the science and geography aspects of this area of learning. Within these the children were achieving well and reaching standards that exceeded those expected for their ages in the early learning programme, and were working within the first level of the National Curriculum. An important feature in this achievement is the way teachers, classroom assistants and helpers all work with groups of children so that the children's learning is very closely supervised. The class of older children worked on scientific activities for considerable lengths of time with good levels of concentration. Able children were predicting whether objects would float or sink, which boat shapes they thought would be more successful and which materials were the most suitable. All the adults have a very clear focus on developing appropriate scientific language and encouraging children to record in tables, through diagrams and words. As a result of this very good teaching, the children make very good progress and are reaching above average standards. Much of the teaching and learning is interlinked across the different elements in this area of learning. For example, the work in science on floating and sinking is linked to geography which is about the seaside environment.

## **Physical development**

62 Playtimes are used very effectively to provide children with good quality time for physical exercise. The reception classes have an enclosed area which has a range of permanent, small, climbing and balancing equipment. Children use these confidently showing skills that are average for their age. In a dance lesson, however, the work was of an above average standard. Teaching was of high quality. The teacher used her voice very effectively to motivate and enthrall the children so that they responded very quietly but with great enthusiasm to her lead in a dance which had a seaside theme. They used space well and moved gracefully around the room when the music was playing.

63 In their use of small tools, such as scissors and pencils, the children's skills are sound. They join and construct from materials with skill.

### **Creative development**

64 There are many examples of art on display in the classrooms, which are of an above average standard, reflecting the provision of interesting activities and good teaching. The class of younger children worked with good independence choosing materials, such as sand, shells or paper, without supervision to make a seaside collage. As children paint, the adults supervising ask questions that help children to make decisions, such as how to mix brown paint. The assembly that the classes presented showed that children sing well, dance confidently and recite long poems with expression clearly, delighting in showing their skills to the audience.

## **ENGLISH**

65 The results of the 2002 national tests for seven year old pupils were well above the national average in reading and above average when compared with similar schools. In writing, results were well above the national average and those of similar schools. More pupils achieved the higher level 3 in reading and writing than was the case in the average national school. The results of the 2003 national tests are again good and are likely to be well above the national average in both reading and writing. These results show a significant increase in the percentage of pupils achieving the higher grades.

66 In the 2002 English tests at eleven years old, the overall achievement was below the national average and those of similar schools partially due to staffing difficulties and inconsistent teaching in earlier years, which have since been resolved. The 2003 results, however, show a considerable improvement with 87 per cent of pupils achieving the expected level 4 and 47 per cent achieving the higher level.

67 In work seen during the inspection, the standard of seven year old pupils' writing is above the level expected. Pupils' work is presented well and the majority use joined-up writing that is well formed. They write in short sentences that are in the correct sequence. An example of this was when they wrote instructions on how to make a sandwich, correctly sequencing the sentences. Spellings are generally correct and pupils use their knowledge of phonics to help with difficult words. Some higher attaining pupils have an understanding of speech marks and use descriptive words well. This was apparent when they described characters in their stories.

68 Pupils' speaking skills are well established. The majority of pupils express themselves clearly and talk confidently and with interest about their work, for example at the ends of lessons. Those who are reluctant to speak are given encouragement by the teachers and learning assistants to express their ideas in other situations. Pupils' listening skills are good. They listen carefully to the teachers' instructions and to the contributions of other pupils.

69 Reading is above the expected level. Higher attaining pupils read with expression, alter the tone of their voice when reading speech and talk about the books they have read with enthusiasm, in particular the Harry Potter and Roald Dahl books. Pupils who are less fluent readers have developed, through well-focused teaching, secure phonic knowledge and use this understanding with confidence to work out unfamiliar words. Pupils read with understanding and can retell the story and accurately predict what might happen next. They have a clear understanding of an index, the contents' page of a book and the 'blurb' which

summarises the story. Pupils select books confidently for research from the non-fiction section of the library.

70 The overall attainment of the current Year 6 pupils is above the level expected. The emphasis that the school has placed on raising standards in writing is having an impact and there is evidence of good improvement since the beginning of the academic year. A particular strength is the presentation of work. Handwriting is neat and joined and, by the time pupils reach Year 6, most are developing an individual personal style. This is noticeable in the Year 6 examples of extended writing. Here pupils write letters, newspaper reports or leaflets for persuasive writing. Pupils are beginning to show a clear understanding of the structure of a story, using lively opening paragraphs, developing the plot and writing vivid descriptions of characters. Higher attaining pupils use a wide vocabulary in their writing, using words such as 'indestructible' and 'susceptible' with understanding. Pupils have an awareness of tense in their work, writing accurately in the first or third person. The use of punctuation is generally correct and used appropriately. Higher attaining pupils use inverted commas to accurately delineate speech.

71 Speaking and listening skills are further developed during this key stage and by the time pupils reach Year 6, they talk confidently on a variety of subjects, either on a one-to-one basis or to a wider audience. Many good examples were seen during the inspection, in particular during plenary sessions. Here pupils spoke with confidence about their work whilst others listened intently, commenting sensibly about the work of others and often spontaneously applauding good work.

72 The overall standard of reading throughout the school is good. By Year 6, pupils are reading a wide selection of fiction, including the latest Harry Potter story, Jacqueline Wilson's novels and the 'Goosebumps' stories. Pupils talk about the books they read with enthusiasm. They read fluently, altering the tone of their voice for speech and emphasising particular words that are exclaimed or in bold text. Average pupils read with understanding and observe punctuation when reading. Their preferred reading, however, is mainly information books, particularly for the boys. The school is aware of this and has purchased books that will appeal to boys. This is having a positive effect, contributing positively to boys' interest in reading. All the pupils commented that they enjoy books, reading regularly at school and at home. By Year 6, pupils are familiar with the classification system in the library and can select books in different categories. Pupils with special educational needs make good progress, benefiting with good support from classroom support assistants.

73 Pupils' attitudes to the subject are very positive. They enjoy the lessons, are eager to participate, contribute well to discussions and are well behaved. On the many occasions, when they are required to work in groups or pairs, they do so collaboratively.

74 The overall quality of teaching is good. Teachers have a clear understanding of the literacy strategy, plan effectively and use the time appropriately to ensure that the different elements are well covered. In the best lessons the purpose of the lesson is made clear to the pupils. These lessons start briskly and proceed at a good pace. Learning is better when there are frequent stops during the lesson to share good work and re-establish targets. Teachers manage pupils very well so that pupils behave well and work with relatively few distractions. The ends of lessons are better when pupils have the opportunity to present their work as this contributes well to their spoken English development. A particular strength of the teaching is the questioning that encourages all the pupils to contribute. Marking is thorough with comments on how to improve and targets for the future. Classroom assistants are generally deployed well and contribute positively to pupils' progress. The quality of teaching has improved since the previous inspection. On the occasions when teaching is less effective,

the start of lessons is too long, resulting in pupils becoming restless. Too little time is left for independent tasks and this slows the rate of learning.

75 The management of the subject is excellent. During the time that the literacy co-ordinator has had responsibility for the subject, she has had a major impact on the raising of standards. She has a clear vision about the future development of the subject. All staff have received extensive training on the latest initiatives of the national literacy scheme. This contributes positively to development of the subject. Regular monitoring of planning has ensured that areas for development are prioritised. She has observed colleagues teaching and has identified strengths and areas for development.

76 The assessment of the subject is thorough and there are good procedures in place to track pupils' progress. Analysis of data from national tests and other assessments is used to plan future work and identify strengths and weaknesses. These weaknesses have been addressed through measures, such as booster classes for pupils in Year 6. Pupils are given individual literacy targets, and know the level they are working at and what to do to improve. Although resources in the library have been increased, there are still some books that are out of date and need replacing. The library is small with very small areas for quiet reading, individual research and for pupils to listen to audio tapes of stories. There are no computers in the library for pupils to use for research activities. The use of literacy within subjects is developing well. There is a focus on language in most subjects, for example using the appropriate technical language in science, history and geography.

## **MATHEMATICS**

77 Test results, in 2002, at the end of Year 2 were high, both when compared to other schools nationally and compared to similar schools. This year's results, though not as high, remain well above average and exceed the school's targets. Standards seen in lessons and in pupils' work paint a similar picture. This reflects the fact that the teaching in Years 1 and 2 builds progressively upon the very good foundations laid in reception. Pupils now in Year 2 have a very good understanding that the position of a digit in a number determines its value and they know the purpose of zero as a place holder. Almost all can apply and explain a suitable strategy for adding 9 to a number. Mental skills are above average, for example most can mentally add 45 and 14. Pupils are learning the correct mathematical vocabulary, such as 'partitioning' because of the emphasis given to this aspect of learning.

78 Test results of Year 6 in 2002 were well above the national average and above those of similar schools. This year's results also indicate above average standards that are confirmed by inspection evidence. Pupils now in Year 6 are very competent in manipulating numbers, including decimals. For example, they use calculators accurately to calculate  $1.17 \times 6$  and mental methods for  $1.25 \times 4$ . Pupils' recall of multiplication tables and mental manipulation of numbers is better than is usually found in eleven year olds. For example, when the numbers 4.8899 and 4.9 are presented to them orally, they apply their understanding to quickly decide which is the smaller. They have a good mathematical vocabulary, such as 'inverse' and know words such as 'commutative'.

79 The school's overall above average standards are better than those reported at the previous inspection and result from very good teaching and excellent leadership of the subject.

80 Very good and occasionally excellent teaching in Years 1 and 2 leads to very good learning. In Years 3 to 6, teaching is good overall, but has greater variability in quality, ranging from unsatisfactory to excellent. The only unsatisfactory lesson resulted from weaknesses in the organisation and management of pupils, so that pupils did not learn enough.

81 All lessons are based upon excellent planning and preparation and the very good use of time and resources. Excellent teamwork with support assistants, and teaching that is pitched well at different abilities, ensure that all pupils regardless of ability, including those with special educational needs and those who are very able, achieve well. Teachers' high expectations of pupils' behaviour and what they can achieve, together with very good relationships between staff and pupils, result in an atmosphere that is conducive to learning and where pupils gain confidence.

82 Additional features of teaching within lessons judged excellent, for example in Year 2 and Year 3, include imaginative and good fun approaches that captivate pupils' attention. For example, in the early part of a Year 3 lesson, pupils were highly motivated to double numbers mentally in the context of a bingo game. In a Year 6 lesson where teaching was excellent, a rapid pace of learning was achieved because the teacher skilfully led pupils to make connections between various inverse operations such as multiply and divide, square numbers and square roots.

83 In almost all lessons, pupils' very positive attitudes and behaviour are reflected by their willingness to co-operate with staff and to show high levels of concentration and productivity in their work. Pupils experience a good quality curriculum that meets the National Curriculum requirements and includes good use of ICT. For example, Year 4 pupils use ICT to reinforce their knowledge of angles and shapes. Arrangements for assessment and checking on the progress made by pupils are very good and include the setting of individual targets for each pupil, which keeps them well informed about their learning. Marking of pupils' work is accurate and often enhanced by written comments. On rare occasions, some of these comments include misspelled words and, similarly, some of pupils' incorrect spellings of key words such as 'dater' go unchecked.

85 Excellent leadership has ensured that the school has been able to build upon the strengths reported at the previous inspection and to meet its own rigorous targets. The subject co-ordinator has high expertise that is reflected in his teaching and in his role as a 'leading mathematics teacher' to other schools in Hull. This quality of leadership means that the school is well placed to continue to develop mathematics. The next challenge for the school is to bring the quality of teaching in Years 3 to 6 to a more consistent level.

## **SCIENCE**

86 In the 2002 teacher assessed national tests at the end of Year 2, pupils' attainment was above average when compared to similar schools. Inspection evidence indicates that standards of attainment of the current Year 2 are also above average when compared to similar schools, except for those achieving at the higher level 3. This is because teachers have been extremely rigorous in assessing pupils' work, especially in relation to experimental and investigative aspects of science, and consequently have judged only a small percentage of pupils to have a secure understanding at a level higher than that expected of pupils at the end of Year 2.

87 By the end of Year 6, standards of attainment are likely to be above average, as all pupils entering the 2003 national tests met, or exceeded, the national expectation, with almost half the pupils achieving at the higher level 5. This is a marginal improvement on the previous year's results, but represents a good rate of improvement for pupils achieving at level 5. Pupils make good progress in learning throughout the school, and those with special educational needs make progress at a rate similar to their classmates. There is no significant difference in the attainment of girls and boys.



88 There has been good improvement since the last inspection in the quality of teaching and the range of resources. There has been very good improvement in assessment procedures because they are now used very well to inform planning and to match work to the needs of pupils. Individual portfolios of assessed work reflect very well pupils' achievements over time.

89 By the end of Year 2, pupils are developing a good understanding of what they learn, for example, of the importance of a balanced diet through work on healthy eating. They are starting to use scientific words such as 'vibration'. Pupils use mathematics well in work on forces by drawing graphs to show the distances cars have travelled down a slope under different conditions. Literacy skills are used satisfactorily when pupils describe the sounds of musical instruments, such as the guitar, recorder or cymbals. ICT is used very well in work on electricity when a computer program enables pupils to explore different ways of making circuits. Higher attaining pupils progress through several increasingly more difficult stages to make complex circuits.

90 By the end of Year 6, pupils have a good knowledge and understanding of what they have covered, such as work about forces, when they recognise that air resistance is a force that slows a moving object. They have a good understanding of how to create a 'fair test' to ensure results are valid and reliable, and they recognise the importance of making a prediction when setting up an experiment. Work in pupils' books indicates that they use an appropriate method when recording the findings of experiments, testing hypotheses appropriately, and presenting their conclusions clearly

91 The quality of teaching is good, overall, with some pockets of very good teaching in Years 2 and 6. In a very good lesson with Year 2, pupils were designing circuits to light up 'Mr Grinnling's Lighthouse'. The teacher used literacy skills very well by reading from 'The Lighthouse Keeper's Rescue'. Unfortunately, Mr Grinnling has forgotten to switch on the light warning ships about dangerous rocks. Pupils have received a letter from the 'Association of Lighthouse Inspectors' asking if they can help design a circuit to ensure the lighthouse is lit all the time. Pupils responded extremely well to this task because they had a purpose for doing so. In a very short space of time, many succeeded in making a circuit using a bulb, bulb holder, battery, battery holder and wires. Higher attaining pupils made more complex circuits, using more than one bulb for example. Pupils with special educational needs received very good support from a classroom support assistant who used photographs and prompt cards with appropriate words on to help them complete the task. This lesson included very good opportunities for pupils to learn through experimentation and investigation, and to complete increasingly more challenging tasks. In some lessons, for example, in Year 3, the teacher had prepared a good lesson plan, but did not explain tasks clearly enough for pupils to understand what was expected of them. Consequently the teacher had to keep stopping pupils to provide further instructions. This slowed the lesson and resulted in learning that was satisfactory rather than good.

92 Two teachers are acting as temporary co-ordinators in the absence of the co-ordinator and are doing a good job. A very good long-term plan is in place, largely based on the national guidance for the subject. The monitoring of teaching is undertaken by the senior management team, and strategies for improvement are incorporated within the school improvement plan. There is a good range of resources available to support teaching in the subject, except in the library where many of the books are dated, and do not reflect modern scientific advances. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, in a very good lesson with Year 6, pupils were fascinated by an experiment where warm milk and vinegar were mixed, creating curds and whey. As the changes in materials took place, there was an audible "wow".

## **ART AND DESIGN**

93 Although only a few lessons were seen, there is enough evidence from displays around the school and in photographs to say that standards by Year 2 and 6 are above the average, a judgement that is higher than that at the previous inspection. The school has benefited from being in the creative partnerships' project and from the leadership of the co-ordinator who has put considerable effort into medium-term planning that is easy for colleagues to adapt for lessons. As a result of these measures and the good quality of teaching, standards have risen.

94 Year 1 displays include some textile work as part of the creative partnerships' project. Large woven tapestries mix colours and materials beautifully and look vibrant hung on the walls. Year 2 pupils worked very well together in groups to share tasks as they made wall plaques. They experimented with different textures of paint and techniques for applying paint to decide which would be most suitable. Although each separate part of the artwork is simple, the plaques are developing into visually pleasing pieces. Pupils' skills in observing and recording what they see are developed effectively, resulting in some good work from individuals and very effective use of shading techniques, for instance in Year 5's drawings of objects, such as pens, which use shading to suggest roundness.

95 The skills that pupils learn are often usefully applied across the curriculum, for example, when Year 6 pupils looked critically at their own work for features that could be improved in a lesson that was as much design and technology as it was art. Pupils evaluated headgear that they had made, looking for both a successful feature of the design and an area for improvement.

96 Teaching is good with strong emphasis given to developing pupils' skills as well as to experiencing different types of art. A strength in teaching is when pupils make a mistake and the mistake is used to good effect to help pupils to learn. For example in a lesson on printing in Year 4, pupils were supposed to choose a simple traffic sign to make a print from and several chose signs with words such as 'Stop'. The first attempts came out with the print back to front but later ones were correct as pupils realised that letters must be put on the wrong way round to print out correctly. Art lessons are well supported by classroom assistants and also by parents and friends who work with groups of pupils. Pupils are enthusiastic about their work and keen to show it. In conversations, quite a number said that art was a favourite subject. The co-ordinator has made a strong contribution to the development of art through planning and through the well-produced portfolios which contain examples of work.

## **DESIGN AND TECHNOLOGY**

97 Few lessons were seen but from work around the school and in portfolios, standards in the subject appear to be in line with national expectations for the pupils at the end of Years 2 and 6 and pupils' achievement is satisfactory overall. For example, Year 2 pupils designed a coat for Joseph, taking care to consider the purpose and the finished product. The children paid attention to the design and evaluated their work in response to very good teaching. They worked through a set process producing the same article in different ways but did not use the design brief often enough to guide their thinking.

98 Year 6 pupils are provided with writing frames to support them in designing, planning, making sequences and evaluating their designs. They use modelling kits to make their designs. There is little evidence that a range of simple tools is used in lessons. The exception to this is in the extra-curricular club developed through the creative partnerships' project.

Here, designs are imaginative, materials wide ranging and clearly worked with a range of tools, and the interesting pieces produced are of good quality.

99 Too few lessons were seen to make conclusive judgements about the quality of teaching in Years 1 and 2. Teaching in Years 3 to 6 is satisfactory. Planning is sound. Teachers provide pupils with procedures to carry out their work but do not give them enough opportunity to consider possible problems and test out ideas for solutions.

100 Satisfactory progress has been made since the last inspection. The co-ordinator uses the information that she has to lead the subject forward, for example by strengthening the subject knowledge of some teachers through their involvement with the creative partnerships' project. This support is enabling the children to enjoy more imaginative tasks and is having a positive impact on work in other subjects through cross-curricular links with, for example, art. The impact of the work is having an effect on the vocabulary and technical skills of pupils and this is likely to have a positive effect on standards as the pupils move through the school.

## **GEOGRAPHY**

101 Inspection evidence indicates that attainment matches that expected nationally by the end of Year 2 and Year 6, and pupils make satisfactory progress throughout the school. Pupils with special educational needs achieve well because of the good levels of support offered by classroom assistants. There has been satisfactory improvement since the previous inspection in teaching, attainment and pupil progress, and very good improvement in using assessment to inform the next stages of teaching and learning.

102 By the end of Year 2, pupils have a good understanding of the local environment through studies of the area surrounding the school, and use their literacy skills to compare and contrast this with the imaginary Scottish Isle of Struay. They make good links with mathematics as they use block graphs and tally charts to record the results of a local traffic survey. Through work that links with making a fruit salad in design and technology, pupils have a growing awareness of fruit production in different parts of the world, using an atlas to locate countries where the fruits are grown. CT has been used well when pupils have searched the Internet to find out more about holiday resorts they have visited. Pupils in Year 1 have a developing understanding of the similarities and differences between Hull and the seaside, and make good comparisons between attractions in their own city, and those at the seaside. Higher attaining pupils read the names of countries, such as Australia and India, confidently in a game reinforcing pupils' knowledge and understanding of land and sea masses.

103 By the end of Year 6, pupils have a good understanding of human and physical geography in contrasting localities, largely gained through their residential visit to Rosedale in north Yorkshire. Pupils talk confidently about settlement, agriculture, and tourism in Rosedale, and compare these with Hull. They do not know as much about mountain ranges in England, and offer Ben Nevis and Edinburgh as answers. CT has been used well by groups of pupils to create *PowerPoint* presentations of the trip to Rosedale, and pupils in Year 5 have used spreadsheets to enter data about the amount of water used in the home, producing graphs and charts to reflect this.

104 The quality of teaching is satisfactory, overall, with aspects of good teaching in some lessons. In a satisfactory lesson about mountains in Year 6, geographical knowledge was taught as a series of related facts about mountains, and pupils were asked to answer some straightforward questions. The task was fairly easy because it simply required pupils to select from information given by the class teacher, rather than using geographical skills of enquiry to find out the information through personal research. Consequently, pupils'

geographical skills are underdeveloped in some classes through limited opportunities to practise them. In two good lessons, pupils had opportunities to learn through first-hand experience and to make links between subjects. For example, in a Year 5 lesson on the quality of water supplies, ICT was used well to project a slide of the cholera bug. The teacher made good comparisons between the quality of water in the pupils' homes and in some underdeveloped countries. Experiments were set up to enable pupils to find the most effective way of filtering dirty water. By drawing upon the pupils' scientific skills, the teacher asked them to make predictions about what they thought would work well, and to give their reasons why. By the end of the lesson, most pupils were able to explain why a Bangladeshi woman was using her sari to filter water. Higher attaining pupils expected the filter paper to be most effective because it had microscopic holes, whilst others thought a combination of filtration methods would work well.

105 The subject is well led and managed. The senior management team monitor the quality of teaching and learning on a regular basis in order to identify areas for development, and they include these in the school improvement plan. There is an adequate range of resources, but many of the library books and atlases are out of date and do not reflect recent political changes in boundaries, or the recent creation of some independent states. The subject makes a good contribution to pupils' spiritual, moral social and cultural development.

## **HISTORY**

106 The standards of attainment reached by pupils at the end of Year 2 and Year 6 are above the level expected and achievement over time is good. This is an improvement on the previous inspection when standards were judged to be average.

107 Pupils in Year 2 have a good factual knowledge and understanding of the past through studying some of the main events and people. For example, they study the Great Fire of London and know that it started in 1666. They are able to explain how the fire began, where it started and why it spread so quickly. They know that Samuel Pepys wrote a diary and that is why we know so much about the fire. Pupils have knowledge of Florence Nightingale, and know that she nursed soldiers during the Crimean War and was responsible for making sure that the hospitals were clean and soldiers had sufficient food. Pupils talked with enthusiasm about a recent visit to Scarborough Castle. They have a good understanding of why castles were built on hills and can talk about some of the features of castles such as a drawbridge and arrow slits. Higher attaining pupils know of Remembrance Day and why we commemorate it.

108 By the time pupils are in Year 6, they have good knowledge of life in Hull during World War II. They understand that Hull was a target for bombing because of the docks. They know that many children of their age were evacuated from towns and cities to the countryside and why they returned home earlier than expected after the 'phoney war'. Pupils show empathy with the past, writing vividly about a street scene in Hull during the war. Pupils in Year 4 also have good knowledge about World War II. A visit to a local museum to compile a CD-ROM of life during the war has contributed positively to their understanding. Pupils in Year 3 have a good understanding about the Tudors, can place the period accurately on a time-line and talk about the most important people. Pupils in Year 4, examining picture evidence, have a clear understanding of life in a Viking village, the main occupations and the rituals of a Viking funeral. Their sense of chronology, however, is vague with few pupils being able to accurately place events on a time-line. Pupils in Year 5 have studied the Victorian period. They can compare and contrast life at home and school of Victorian children and themselves. Pupils know that historical evidence may be studied by finding primary evidence, such as photographs and visits, and that secondary resources are books, the Internet and other written accounts.

109 The quality of teaching and learning is good. Teachers have good subject knowledge and are able to add extra interesting facts about the periods studied. Teachers work hard to add authenticity to the subject. An example of this was in a Year 3 class. When presenting their work to the class in a plenary session, pupils were dressed in Viking costume. Pupils responded well to this approach, posing good questions about Vikings to pupils in the 'hot seat'. A strong feature of all the teaching is the very good class control. As a result, pupils are well behaved in lessons, show a good interest in the subject and are keen to contribute to discussions. Teachers plan their lessons carefully and share the objective of the lesson with pupils; as a consequence, pupils start quickly and work with understanding. Teachers circulate well during lessons, advising pupils and encouraging them to use the information and evidence to express an opinion. Pupils with special educational needs make good progress. They are fully included in lessons and benefit with the additional support from classroom assistants. History provides good opportunities for literacy development. This was most noticeable in a Year 6 class. Here pupils were using their imagination about life during the war to record their feelings in a diary form, producing work of a high standard. Pupils are also encouraged to talk about their work, contributing to their speaking skills. The quality of teaching has been maintained since the previous inspection.

110 The leadership and the management of the subject are good. The use of the national scheme of work provides a sound basis for teachers' planning. It helps to ensure that pupils develop knowledge and skills systematically. No formal monitoring of teaching has taken place but the co-ordinator has sampled pupils' work to develop a portfolio of work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

111 Standards attained by pupils aged seven and eleven match those expected nationally for pupils of their age. This is a significant improvement on the position reported at the last inspection when eleven year olds were not progressing satisfactorily and their attainment was below average. Since then the school has ensured that the requirements of the National Curriculum are met and that all pupils achieve satisfactorily across a suitable range of ICT activities. This improvement has resulted from the introduction of the ICT suite and very good subject leadership.

112 Pupils in Year 6 send and receive e-mails with attachments competently. They have learned how to manipulate 'windows' and icons, and to use spreadsheets and are able to combine text and graphics with a good degree of sophistication. Pupils are able to talk confidently about their research work, using the Internet, on the topic of World War II.

113 Year 2 pupils were not observed working in the ICT suite but from the evidence of samples of their work, they have secure knowledge, skills and understanding, for example to create text and enhance it with selected pictures.

114 Throughout the school, there are good examples of pupils using ICT to support their learning in other subjects; for example, Year 2 pupils reinforce their scientific understanding by using computer simulations of electric circuits. In geography, Year 5 pupils use spreadsheets to represent water usage. There is significant use of ICT within literacy in, for example, poetry, and within religious education, such as in Year 2 pupils' composition of prayers.

115 Teaching and learning are good and often very good. Excellent lesson planning and outstanding teamwork, between teachers, support staff and an unqualified teacher, are strengths common to all lessons seen. In particular, the presence of several staff enables pupils to call upon adult help when problems arise. The needs of all pupils, including those

who find learning difficult, are well met by additional staff and skilful questioning from teachers.

116 Teachers are secure in their ability to introduce new features to the pupils as, for example, when showing them how to use control software to draw mathematical shapes on the screen. Enthusiastic teaching, as seen with a Year 6 class and a Year 4 class, resulted in pupils making very good gains in learning, for example when sending e-mails with attachments.

117 Very good relationships between staff and pupils also contribute to the quality of learning because teachers have little cause to check pupils' behaviour. Pupils' very good behaviour and high interest result in them paying close attention to teachers' explanations, which are almost invariably crystal clear. The need for pupils to work in pairs, when using computers, contributes significantly to the development of their ICT skills, their oracy skills and their social development.

118 Subject leadership is very good. The co-ordinator's enthusiasm and expertise have been instrumental in raising the quality of provision. She has taken very effective action in improving the curriculum and in supporting colleagues in the use of ICT, especially the very well equipped ICT suite. The next challenge, recognised by the school, is to raise pupils' standards of attainment to a similar level to that seen in English and mathematics. There are good systems in place for assessing pupils' work, for example, a well-composed portfolio that exemplifies the criteria required for pupils to reach each level within the National Curriculum.

## **MUSIC**

119 During the inspection, it was not possible to observe any lessons in Years 1 and 2. Judgements on attainment, therefore, have been made from discussion with pupils and scrutiny of teachers' planning. From this evidence, it is likely that pupils will reach the expected level by the end of Year 2.

120 Year 2 pupils are able to name a range of percussion instruments and know how to hold the instrument in order to produce the best sound. They know whether it is a shaking or a striking instrument. Pupils have knowledge of the main musical elements and are able to use the appropriate vocabulary. For example, they know and can explain the meaning of words such as 'dynamics' and 'pitch'. Pupils are beginning to develop composition skills using a range of instruments to create sounds. An example of this was a composition to represent the weather. They understand that the music needs to start softly to signify calm weather and then become louder when the storm is blowing. They use the rain log appropriately to create the sound of rain. Higher attaining pupils are able to talk about an orchestra and explain the instruments being played.

121 Pupils' achievement is satisfactory and by the time they reach Year 6, pupils are overall at the level expected. In assemblies, pupils sing with enthusiasm maintaining the pitch even when the singing is unaccompanied. In lessons, pupils showed well-established rhythmic qualities, confidently maintaining a steady beat when singing. This was most noticeable in a Year 3 class. Here pupils quickly learned the song 'L'il Lisa Jane' and, starting at the appropriate point after an introduction, performed it with accuracy, coping well with the difficult rhythms. Pupils have a clear understanding of a chorus and a verse. They understand the need to maintain a good posture when singing, appreciating that the better the posture the better the quality of tone. Pupils are beginning to develop their creative skills. An example of this was in a Year 4 class. Here pupils set their own words to a melody and sang unaccompanied in groups, performing their compositions confidently and adding sounds

from home-made percussion instruments. Pupils in Year 5 are able to identify the number of beats in a bar and know that a continuous sound is a drone and a repeated pattern is called an ostinato.

122 Although no lessons were observed in Year 6, pupils commented with enthusiasm about their lessons. They talked about their own compositions with interest and about the recent production of 'Blast Off' and the range of songs that they learned for the performance. Pupils did however have difficulty explaining the different styles of music they had listened to; few were able to give examples of the music they had heard. Music is played on entry to assembly but pupils are not given information about the music, the style or the composer. Pupils who play musical instruments achieve well, playing accurately and reading from formal notation. These pupils enjoy playing in the combined orchestra in conjunction with the other primary school on the same site. Pupils with special educational needs are fully integrated into lessons and make satisfactory progress.

123 Pupils' attitudes to the subject are positive. They show a good level of interest and are anxious to improve. They are well behaved and show respect for their teachers.

124 Taken overall, the quality of teaching is satisfactory. Where teachers have confidence, the teaching is better. Teachers plan lessons appropriately using the national documents supported by a commercial scheme to help the non-specialists. Lessons move with pace and teachers circulate advising pupils on the next stage of learning. Teachers have good discipline insisting that pupils do not play the instruments until invited to do so. This allows lessons to proceed without stops. Where teaching was unsatisfactory, a significant majority of pupils were not involved or on the task. As a consequence, the learning was slow in the practical part of the lesson and pupils became restless. Lessons concluded with opportunities for pupils to perform their work but there were insufficient opportunities for pupils to appraise the work of others and a lack of guidance from teachers to explain why a particular performance was good. The quality of teaching is not as good as that reported at the previous inspection.

125 The management of the subject is satisfactory. Since the previous co-ordinator left, the school has not been able to appoint a music specialist and in the interim the subject is being co-ordinated by a non-specialist. He has, however, provided positive support for teachers by introducing a commercial scheme of work to support colleagues and organised training with the local authority advisor on the teaching of singing.

## **PHYSICAL EDUCATION**

126 Standards attained by Year 6 pupils are well above those expected nationally for eleven year olds. Standards at the end of Year 2 are above expectation for seven year olds. Standards have risen considerably since the previous inspection, when they were judged average, because of improved teaching, very good subject leadership and the impact of extra-curricular activities.

127 Pupils go swimming in Year 4 and reach high standards. All pupils reach the standard required in the National Curriculum and most exceed these standards by a significant margin. Pupils' swimming skills benefit greatly from the additional provision made by the chair of governors, whose high expertise in swimming is made available to pupils. Similarly, the extensive provision of extra-curricular football, made possible by the commitment both of an unqualified teacher and a parent, is also having a significant impact on boys' and girls' football ability. For example, Year 6 pupils are adroit in their close control of a football; they pass accurately and show a good level of tactical awareness, such as utilising space to receive a pass. In gymnastics, they create high quality balances when working individually, in pairs and

in fours. Higher attainers are able to execute balances, whilst inverted, with stillness and control. Pupils show trust in each other, ingenuity and aesthetic awareness when performing a group sequence.

128 Other areas of provision outside lesson time, including tennis, gymnastics, netball and dance, also contribute well to pupils' attainment.

129 Teaching is good overall. Very good and sometimes excellent teaching was seen in Year 2. In these well-structured and very well planned lessons, where pupils were expertly organised, very good gains were seen in pupils' technique of throwing. This was as a result of the teachers' skilful observations of pupils and timely interventions that improved pupils' performance. High expertise and enthusiastic teaching was a notable feature of the excellent lesson that resulted in Year 2 pupils making outstanding progress.

130 Teaching in Years 3 to 6 ranged from very good to one lesson where teaching was unsatisfactory. This unsuccessful lesson resulted from weaknesses in the teacher's organisation of the class and insufficient guidance being given to advance pupils' skills. Very good teaching was seen in a Year 6 lesson, where the high expertise of two teachers working as a team produced remarkable outcomes in pupils' gymnastic performance referred to above. All lessons seen were based upon very good planning. Pupils experience a good quality range of activities that is richly enhanced by the extra-curricular provision. There are adequate systems in place for assessing pupils' progress.

131 In all lessons seen, the very good relationship between staff and pupils contributes to the very good behaviour of pupils. Pupils' positive attitudes are clearly evident when, for example, they are required to co-operate with each other; this contributes well to their personal development. The excellent teamwork amongst staff ensures that support staff play an important role in encouraging pupils with special educational needs to be fully involved in the activities and to make similar progress to their peers.

132 Subject leadership is very good. The co-ordinator has high levels of expertise and enthusiasm. She has been instrumental in providing training, including demonstration lessons, for colleagues and detailed planning. She has clear plans for continued improvement in the subject. Good quality resources, including grassed playing areas and the hall, are used well but the uneven state of the playground surface represents a potential risk to pupils' safety and well-being.

## **RELIGIOUS EDUCATION**

133 Judgements about standards take account of pupils' previous work and a sample of lessons observed. Attainment is line with the expectations of the locally agreed syllabus by Year 2 and above it by Year 6.

134 Pupils in Years 1 and 2 have produced their own thoughtful and sensitive responses to their work. They have written competently about Christian celebrations, such as Harvest Festival and Christmas and have learned about symbols used in faiths, such as the ways that they use candles for light. The mock christening taught Year 1 pupils about one of the important ceremonies of Christianity. They also learned about styles of behaviour and response that are appropriate to such formal situations.

135 By Year 6, pupils have sound knowledge of some major world faiths, such as Buddhism, Christianity, Judaism and Islam. They know about the leaders of these faiths, the different artefacts they use in their celebrations and the purposes these serve. Some pupils



had researched information for homework and were given the opportunity to share their findings with the class. Their written work from earlier in the year shows that many sensitive issues are covered and that pupils make thoughtful responses, as when they consider the views of scientists and Christians regarding the Creation.

136 The teaching seen was good. An interesting range of teaching and learning styles is used to make the subject come alive. For instance, Year 1 pupils attended a mock christening, there were debates in Year 6, and there was 'hot seating' in Year 5 when pupils took on the roles of preacher or teacher and answered questions from the others. Such techniques make a good contribution to the confidence with which pupils speak and act in formal situations and also to their growing confidence as young people. The way that teachers mark pupils' work shows many good qualities with supportive comments, questions that make pupils think further and even better practice when pupils write their responses to the teacher's questions and comments.

137 Subject leadership is satisfactory. A good policy has been produced and is supported by a portfolio of pupils' work. The co-ordinator has only recently taken on the responsibility and needs now to develop the next stages of leadership in terms of the range of ways for checking what happens in the subject.