

## INSPECTION REPORT

### **HORNSEA PRIMARY SCHOOL**

Hornsea

LEA area: East Riding of Yorkshire

Unique reference number: 117853

Headteacher: Maria Foxton

Reporting inspector: John Foster  
21318

Dates of inspection: 23 to 26 June 2003

Inspection number: 247818

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Newbiggin Hornsea East Riding of Yorkshire
Postcode:	HU18 1PB
Telephone number:	01964 532382
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Appropriate authority:	The governing body
Name of chair of governors:	Steve Knapton
Date of previous inspection:	2 February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Foster 21318	Registered inspector	Physical education English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
Roger Watts 9399	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Trevor Hulbert 3755	Team inspector	English	How good are curricular and other opportunities offered to pupils?
Nigel Minns 32401	Team inspector	Science Geography	How well is the school led and managed?
Margaret Palmer 20646	Team inspector	Foundation Stage Design and technology History Religious education	
Agnes Patterson 25802	Team inspector	Mathematics Art and design Special educational needs	
Gill Phillips 32596	Team inspector	Information and communication technology Music	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Hornsea Primary School caters for boys and girls aged between four and eleven years. It is larger than most other primary schools, with 578 pupils. At the time of inspection there were 57 children in the reception classes. Though there is a wide range of ability, the general level of attainment of children when they start school is about that expected nationally. There are four pupils from ethnic minority backgrounds whose first language is not English. The percentage of pupils eligible for free school meals is a little over 9 per cent and is slightly below the national average. The percentage of pupils with special educational needs, at 16.6 per cent, is below average, though the 2.1 per cent of pupils (15 pupils) with formal statements of special educational need is above average. The seasonal nature of work in the area means that there is considerable movement of pupils in and out of the school.

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

This is a good school where the many strengths outweigh the weaknesses. The headteacher provides very good leadership, ably supported by the deputy headteacher. The governing body provides good support and fulfils its duties well. Standards have been rising steadily over the past four years, though the Year 6 results in the 2002 national tests showed a deterioration when compared with the previous years' results. The major reason for this dip was the large number of lower-attaining pupils who joined that year group between Years 3 and 6. Pupils achieve well overall in English, mathematics and science, and inspection evidence indicates that the current Year 6 attain above average standards. The quality of teaching is good overall. The school gives good value for money.

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

- The headteacher provides very good leadership and is well supported by the deputy headteacher.
- The quality of teaching is good overall and especially strong in Years 2, 5 and 6.
- Standards in English, mathematics, science, art and design, and information and communication technology are above average.
- Pupils have good attitudes to school and behave well because their relationships with each other and with adults are very good.
- The school provides a good curriculum well enriched by visits, visitors and out-of-school activities.
- The school is a very caring community, with pupils' spiritual, moral, social and cultural development very well catered for.

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

- The staff's skills are not used well enough because too few specific responsibilities are delegated to the senior staff.
- The role of subject co-ordinators in monitoring teaching and learning is not developed well enough.

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

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

The school has made very good progress in addressing the issues identified in February 1998 at the previous inspection. The many health and safety issues have been addressed through new building and renovation work. All pupils are now educated in a single building. The governors play a more strategic role in monitoring the work of the school and ensuring that best value for money is obtained. The management of special educational needs is very good. Standards have risen consistently in line with national trends though, when compared with similar schools, there is better than average improvement in standards. The quality of teaching has improved, with far less unsatisfactory teaching. The overall quality remains good. The school is well placed to maintain the very good improvement it has made.

## 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	D	B	C	D
Mathematics	C	C	D	D
Science	D	C	B	B

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

Children enter the reception classes with attainment levels which are average for their age. Most have attended the adjacent nursery and are ready for more formal teaching. By the time they leave reception most will have attained the Early Learning Goals in the six areas of learning and in their personal, social and emotional development, creative development and some aspects of their communication, language and literacy development, mathematics and physical development. Many will have exceeded expectations.

Over the past four years there has been consistent improvement in standards by Year 6. In the national tests in 2002, however, there was a dip in this trend. This was because of the large number of lower-attaining pupils who had joined the school between Years 3 and 6 who did not attain the same levels as those pupils who had been at the school from the reception year. Inspection evidence indicates that the current Year 6 achieve well and attain standards in English, mathematics and science which are above average. This is because they are taught well and the arrangements made for teaching groups in Years 5 and 6 support their particular needs well. In art and design pupils' work is well above and in information and communication technology it is above expected standards. In other subjects it is in line with standards expected nationally.

In the Year 2 national tests in 2002 pupils attained standards which were average in reading, writing and mathematics, though teachers' assessments in science indicated that they attained below average standards. Inspection evidence indicates that the current Year 2 pupils attain standards above average in English, mathematics and science. Standards are at nationally expected levels in other subjects, except art and design, and information and communication technology, where they are above the expected levels.

The school sets appropriate targets for the pupils and they are on line to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic towards school and work hard to succeed.
Behaviour, in and out of classrooms	Very good. Pupils behave well and are polite, and there is little evidence of bullying.
Personal development and relationships	Very good. Pupils become responsible and mature, and show respect for others. Relationships are very good.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

The quality of teaching and learning is good overall, with particular strengths in reception and in Years 2, 5 and 6. Mathematics, English and science are also taught particularly well, enabling the pupils to make good progress. Most lessons are planned well to meet the pupils' needs and, because teachers have high expectations of them, they work hard. The quality of marking throughout the school is good, with the teachers giving good guidance to pupils about how they can improve their work. Teachers use questions well to check understanding and to challenge pupils to think deeply about what they are being taught.

Numeracy and literacy are taught well and are well established in other subjects. In science, for example, pupils measure and weigh quantities, recording their findings in the form of graphs. Literacy is used well throughout the curriculum, for example when pupils write reports about visits they have made as part of their learning.

Pupils with special educational needs and the few for whom English is not their first language are taught well and make good progress towards their targets.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches the National Curriculum and religious education is taught to the locally agreed syllabus. Beyond the normal school day there is a good range of activities provided.
Provision for pupils with special educational needs	Very good. The co-ordinator for special educational needs maintains accurate and comprehensive records about the pupils. Individual education plans are well thought out and reflect pupils' needs very well.
Provision for pupils with English as an additional language	The few pupils for whom English is not their first language are fully included in the school and are catered for well.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good overall. Provision is excellent for pupils' spiritual development. It is very good for their moral and social development and good for their cultural development.
How well the school cares for its pupils	This is a caring school. There are sound procedures for child protection and for health and safety.

The school works very well with parents. They are given high quality information about their children's progress and this helps them to support their learning. The school plans three consultation evenings each year, when most parents come to talk to staff about their children's progress.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, well supported by the deputy headteacher. The skills of senior members of staff are not used well enough in managing the school.
How well the governors fulfil their responsibilities	Good overall. The governors understand the strengths and weaknesses in the school, but do not yet take a full enough part in strategic planning.
The school's evaluation of its performance	Satisfactory. The headteacher monitors teaching effectively, but the co-ordinators do not have sufficient time to directly monitor teaching.
The strategic use of resources	Good. The school applies the principles of best value well when purchasing goods and services.

There is an adequate number of suitably qualified teachers and support staff to teach the National Curriculum and religious education. The accommodation is good, though there is no secure outdoor area for the reception children to develop their skills. There are plans to remedy this in the near future. Resources are good overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are well looked after and enjoy going to school.</li> <li>• They believe that the school is well led and managed and that they would happily go to the school if they had a problem, knowing that they would be listened to and the problem would be sorted out.</li> <li>• The teaching is good and this helps their children to make good progress.</li> <li>• They are kept well informed about their children's progress and believe that the school works closely with them.</li> <li>• Behaviour is good and the children are encouraged to be responsible and mature.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents are not happy with the amount of homework their children are given.</li> <li>• A few feel that the range of activities outside lessons is not good enough.</li> </ul>

About a quarter of parents responded to the questionnaire and 18 attended the meeting arranged for them to give their views. They were overwhelmingly positive in their praise for the headteacher and the school. In most of the responses to questions, well over 90 per cent of parents gave positive responses. The inspection team supports these views fully. Inspection evidence indicates that the pupils are given appropriate amounts of homework for their age and ability and that the school provides a good range of out-of-school activities for them.

## **PART B: COMMENTARY**

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

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

1. In the 2002 national tests in Year 6 pupils achieved standards that were:
  - average in English
  - below average in mathematics
  - above average in science.
2. When compared with results of pupils from similar backgrounds their performance was:
  - below average in English and mathematics
  - above average in science.
3. Over the past four years there has been a steady improvement in standards, with the overall trend being broadly similar to that nationally. The 2002 Year 6 group of pupils did not achieve as well as pupils in the previous years, because of the high number who joined the school between Years 3 and 6 who were lower attainers. The attainment of this group of pupils did not match that of the pupils who had been in school since the reception year. The exception was in the science tests, where a larger than average percentage of pupils attained the higher Level 5.
4. In the corresponding national tests in Year 2, pupils' performance was in line with the national average in reading, writing and mathematics. When their performance was compared with that of pupils in similar schools they attained below average standards in reading and mathematics, and average standards in writing. Teacher assessment in science for the 2002 Year 2 pupils indicated that they achieved below average levels. From the time they started in the school, this group of pupils had been identified as low attainers.
5. Inspection evidence, however, indicates that the current Year 2 and Year 6 groups of pupils attain above average standards in English, mathematics and science. This is because they have been taught consistently well throughout their time in school and, in the case of English and mathematics, because of the school's arrangements for 'setting' the pupils in Years 5 and 6 according to their ability levels. This has meant that they are given work and challenges at their own levels. This indicates a return to the improving standards that were prevalent before the 2002 tests.
6. Children enter the reception classes with attainment levels broadly expected for their age. Most have attended the adjacent nursery before they come to school and this has given them positive attitudes towards learning. There is a great difference between the attainment of the older and younger reception children. The school operates the local education authority's policy for three entries each year. Because of this, the older children have three terms of full-time education in the reception class, whilst the youngest group have only one term. The school organises the reception well to take account of this, but by the time they start in Year 1 there is a wide difference in children's attainment. Inspection evidence indicates that by the end of Year 2 the results of the national tests reflect the differences identified at the end of the reception year. The children in reception are taught well and make good progress in all areas of learning. By the time they leave reception most will have attained the Early Learning Goals<sup>1</sup>, with many attaining above average levels in their personal, social and emotional development, creative development,

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<sup>1</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

some aspects of their communication, language and literacy development, mathematical and physical development.

7. In Years 1 and 2 pupils make good progress overall in English, mathematics and science. Satisfactory progress is made in other subjects except art and design, where pupils make good progress. In English most pupils are beginning to read fluently. They are enthusiastic readers and readily talk about their favourite books and authors. They have begun to write for a range of purposes, spelling is usually accurate and sentences correctly begin with a capital letter and end with a full stop. By Year 6 pupils write well, for example when they analyse their reading books and report on visits made. They have a good command of language. They read enthusiastically and express their preferences for the literature they read. They use books well when they research information in other subjects.
8. Pupils in Years 1 and 2 achieve well in mathematics as a result of the good teaching they receive. Encouraged by the teacher, they recall and add numbers to ten. Some pupils can use addition and subtraction to calculate sums to twelve. Pupils in Year 2 know up to their five-times table. They know the names of regular two-dimensional shapes and some of their properties. By Year 6 pupils work with very large numbers, confidently using addition, subtraction, multiplication and division. They know the factors of a good range of numbers and successfully convert fractions to decimals and percentages. Pupils have good mental arithmetic skills because they are challenged by their teachers to use them in all mathematics lessons.
9. Pupils make good progress in science because they are taught well. By Year 2 they know which foods they should eat to remain healthy. They sort materials into specific groups such as those which are man-made and those which are natural. By Year 6 pupils have built on this knowledge well. They identify the major organs in the body, knowing the functions of many of them. They predict what may happen in their experiments and test their ideas eagerly, making sure that the tests they use are fair. They know that water evaporates when heated and condenses when it is cooled, and that this process is the cause of rain within the water cycle.
10. In other subjects pupils achieve satisfactorily, except in art and design, and information and communication technology. In art and design they make good progress in Years 1 and 2 and very good progress in Years 3 to 6, resulting in very high standards of work. They achieve well throughout the school in information and communication technology.
11. Pupils are set appropriate targets and because of the good teaching they receive most attain them. The targets are challenging yet attainable.
12. Pupils with special educational needs and the few for whom English is not their first language achieve well and make good progress in their learning. The individual education plans for the pupils with special educational needs are of high quality and have specific targets for the individual pupils.

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

13. Pupils have good attitudes towards the school. This is similar to the findings of the previous inspection, but pupils' personal development is now much better. Almost all parents who responded to a questionnaire believe that their children enjoy school. In the reception classes children have positive attitudes to school and try hard to improve their work. They visit the school when they are in the adjacent nursery and this helps them to settle into the school's routines well.

14. Lessons generally start promptly although there is some minor disruption to the early sessions when a few pupils arrive late. During lesson introductions most pupils are attentive and keen to answer questions; they are well disciplined in this. Younger pupils are learning to put up their hands sensibly, so that others can answer when the teacher asks. For example, in a Year 2 class pupils who were clearly bursting with knowledge waited patiently while the pupil who had been asked thought long and hard about her answer. Pupils generally concentrate well and work hard to solve problems especially when the task has been pitched at the right level. They are proud of the work they do and are keen to show it to others. In an excellent mathematics lesson in Year 2, pupils' pride in the results of their very hard work and achievement of their classmates resulted in rounds of spontaneous, genuine applause and them leaving the lesson on a real high. The few pupils from minority ethnic groups play a full part in lessons and those with special educational or physical needs strive to do their best. Pupils are enthusiastic about doing things outside the classroom, for example taking part in school performances or in one of the after-school or lunchtime clubs. They identify tasks that need doing and volunteer to do them.
15. Pupils' behaviour is good. In lessons, a few pupils need reminding to pay attention but they generally respond quickly and most behave very well. Most teachers spend little time on discipline and can concentrate on their teaching; this helps the good rate of learning seen in the majority of lessons. Most pupils move around the school in an orderly way, with consideration and courtesy towards both adults and other pupils but on some occasions the behaviour of younger pupils in corridors is unruly. There is very little bullying or racism and pupils are confident that it would be resolved, were it to occur. Pupils have the opportunity to set their own class rules within the overall framework of the school's code and hence fully accept their validity. They have a strong sense of what is right and what is wrong, and some of the older pupils are starting to explore how such judgements are reached. Pupils are trustworthy, for example in collecting the money for their charity 'bun sales', and treat books and other resources they work with carefully. They have particular pride in and respect for the very high quality of pupils' work displayed around the school. There were no exclusions last year.
16. Pupils' personal development is very good. In the reception classes, children are gaining in confidence and maturity so that they each play an increasing role as part of the class. Throughout the school the good rapport between adults and pupils is very strong feature of most lessons and allows learning through lively, disciplined question and answer sessions. Pupils are confident with their teachers and respond by giving of their best. Pupils recognise that people come from different cultures and have different religions and are used to discussing these. They accept that all people are equal although they have little practical experience of people from other ethnic groups.
17. Pupils play well together in the playground. There is little conflict and pupils of all ages are fully included in play activities. In many lessons, pupils take responsibility for their own learning and collaborate well. Working in pairs to achieve a common task is a well-established and successful feature in many lessons. Pupils on the school council debate issues raised by other pupils in a mature way. They are starting to understand how decisions are made and their implications.
18. Pupils gain in maturity and develop very good self-esteem. The very good art and the high quality of creative writing displayed around the school are a tribute to their ability to express their feelings. They are very aware of their own local culture although their knowledge is limited, for example, about classical composers. Participation in the wide range of activities also develops their understanding of their own strengths, talents and interests.

19. Overall attendance this year is in line with the national average for primary schools and there is only a small amount of unauthorised absence.
20. Pupils with special educational needs have very positive attitudes. They enjoy their tasks because they are very well explained and they are appropriately challenged.

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

21. Overall the quality of teaching is good and is a strength of the school. Teaching and support staff work hard to provide good learning opportunities for all pupils. Of the teaching observed, it was:
  - very good or excellent in 27 per cent of lessons;
  - good in 41 per cent of lessons;
  - satisfactory in 30 per cent of lessons.A small percentage of unsatisfactory teaching was seen.
22. Overall, teachers have maintained the good teaching seen in the last inspection. However, there has been good improvement in the number of lessons where teaching was good or better. In the most effective lessons teachers plan work that has very clear objectives for pupils' learning. They share these with the pupils so that pupils know exactly what they have to learn. Teachers check what pupils have learnt in the previous lessons to establish an appropriate starting point. They explain and demonstrate new work and ideas very clearly and use questions very well to make pupils think about their work, encourage them to use specific vocabulary and check pupils' understanding. Teachers give pupils tasks which are at the appropriate level, challenging enough to make sure they learn so that they make good progress. The relationships between pupils and between pupils and teachers are very good overall and because of this the pupils work hard and enthusiastically whether they are working by themselves, with a partner or in a group. The quality of day-to-day assessment is good, particularly in English, mathematics and science, and teachers explain clearly to pupils how they can improve their work. However, there are some aspects of teaching which are not as good as they could be. In some lessons teachers do not match the work to the needs of pupils of different abilities well enough and some of the work is too easy for the pupils. In a few lessons teachers let pupils work at too slow a pace because lessons are not planned carefully enough. In these lessons the pupils do not make enough progress in their learning.
23. Teachers' knowledge and understanding of the subjects they teach is good overall and very good in some subjects, notably in English, mathematics and science. The teaching of basic skills in literacy and numeracy is good and teachers make effective use of the national strategies for teaching them. As a result, by the end of Year 6, pupils achieve well and attainment in English and mathematics is above national expectations. Teachers in Years 1 to 6 plan lessons well and make good use of national guidance. This ensures that pupils practise and develop their skills as they move through the school. They use questions well to check pupils understanding and give them interesting, purposeful and practical activities, which develop their skills and make them think about their work. In the most effective lessons teachers use pupils' own work to explain what has been learnt as well as to celebrate the pupils' efforts. Throughout the school, teachers group pupils appropriately so that they make good progress. In Years 5 and 6 pupils work in classes with those of similar ability in English and mathematics. This makes a significant contribution to the above average standards attained at the end of Year 6.
24. Teachers have high expectations of pupils. They require work to be completed and for pupils to organise themselves and their work. They expect them to work together and to share tasks. They demand and usually get a good response to their questions, expecting pupils to settle quickly to their work and to behave well. Most pupils work hard to match those expectations.

25. Teachers manage pupils well. They are firm where necessary, but also quick to praise where praise is due. It gives pupils the confidence to explain and discuss their work. There are good relationships between pupils and staff throughout the school. Pupils respect their teachers and want to do well. They listen attentively, work hard and persevere. Throughout the school pupils behave well and in the reception classes and in Years 1 and 2 pupils behave very well. This is because teachers provide purposeful, very interesting work that challenges all pupils.
26. In most lessons teachers use the time available effectively so pupils are always working hard and no time is wasted. Teachers prepare learning resources before the lessons and select them carefully to help the pupils learn. In most lessons teachers ensure that the work pupils complete on the computers extends their understanding of the subject and develops their information and communication technology skills well. Occasionally, however, computers are not used well enough to support learning and pupils find it difficult to finish their work in the time allowed. Learning support staff are used very well by teachers, they make a good contribution to lessons and teachers liaise with them regularly. For example, the learning support assistant in the computer suite uses her own expertise and enthusiasm to help teachers assess pupils' progress and regularly liaises with the information and communication coordinators. Homework is used satisfactorily both in preparation for the next lesson and for practising skills taught in the lessons.
27. Pupils with special educational needs are taught well. Teachers have high expectations, with appropriate and very effective use of learning support assistants, who monitor the pupils' responses in lessons and share these with the class teachers. Work is planned well for this group of pupils with close reference to the targets identified in their individual education plans.

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

28. The school fully meets the requirements of the National Curriculum and of the locally agreed syllabus for religious education. The good development of literacy and numeracy skills means that that pupils are able to use these very well in their lessons. Their confidence in speaking and listening allows teachers to develop interesting and challenging lessons that the pupils enjoy and take a full part in. Teachers plan for a wide range of activities and links between subjects are very good. As a result, the children come to understand the many links that exist in the world.
29. The school has a detailed programme of trips and visitors and the teachers make very good use of these experiences to develop pupils' learning. A recent trip by Year 4 pupils, for example, to a safari park in Leeds resulted in a very wide range of written and practical classroom activities. Selection of appropriate learning materials means that pupils with special educational needs and those for whom English is not their first language take a full part in lessons and all pupils are encouraged to contribute to assemblies and performances. Very good use is made of opportunities in the expressive and performing arts, especially in Years 5 and 6. There are regular plays, concerts and musicals and pupils engage in sporting activities and community celebrations.
30. There are very good links with the local nursery and secondary schools so that pupils make a smooth transition into the school and to the next stage of their education. Projects such as 'Metamorphosis' help pupils to prepare for the secondary school. Former pupils eagerly return to help with concerts and productions. The school makes great efforts to broaden the curriculum within subjects and classrooms are bright with displays that accentuate the links between themes and topics. These include work based on contributions by the many speakers, artists and performers who visit the school. There are

- fewer opportunities for pupils in the reception classes to meet and talk to visitors and the lack of a secure outside play area limits this group's practical activities.
31. A great strength of the curriculum is the consistent approach to developing self-confident and articulate pupils. The consistently high quality relationships between staff and pupils encourage an enthusiasm for learning frequently seen in lessons.
  32. The school provides a good range of activities beyond the normal school curriculum. There are many activities arranged for the pupils, including choirs for all age groups and a good range of sporting activities, though the latter are predominantly for the older pupils.
  33. The community is involved well in the development of the school's curriculum. The school choir performs for the older residents in the town at Christmas.
  34. Pupils with special educational needs have full access to the curriculum and are rarely withdrawn from lessons. They take a full part in the extra-curricular activities organised for pupils.
  35. The overall provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the previous inspection. Parents are pleased that the school successfully helps their children to become mature and responsible.
  36. The provision for pupils' spiritual development is excellent and is a strength of the school. Although this is a large school, teachers strive to respect the pupils' individuality. For example, in every class there are photographs of each pupil, some with special commendations for the week which successfully develop pupils' values of worth and self-esteem. In a Year 6 mathematics lesson, the teacher exclaimed, 'You can do this' to encourage pupils to explore and develop mathematical ideas. All teachers provide a special climate where all pupils can grow, flourish and have respect for each other. Daily assemblies centre on acts of collective worship where pupils sing hymns expressively. They listen carefully and thoughtfully on true meanings of life, such as the special gifts of famous people like Nelson Mandela. Pupils' questions are valued and they are given time to develop their thoughts in every aspect of their learning. The beauty of the natural world around the school provides excellent opportunities for pupils to study and appreciate the landscape and living things. For example, they have opportunities to visit the Butterfly World and sketch the wide variety of butterflies which they later paint in glorious colours, instilling strong feelings of awe and wonder. Regular visits to churches reinforce the links with pupils' spiritual development. A Year 4 pupil's prayer beneath a painting of the Amazon Forest says, 'I have a dream that fresh trees will grow and the green canopy will come back'. Spirituality is clearly embedded at the heart of this school.
  37. Provision for pupils' moral development is very good. Teachers and other adults are very good role models and set very good examples of behaviour. There are class rules in each class ensuring that, from an early age, pupils are aware of the difference between right and wrong. Throughout the school, pupils have opportunities to develop moral values. They are encouraged to take responsibility for their actions, for example by looking after their property, taking care of the environment and providing models of good behaviour in lessons, acts of worship and in their play. Teachers regularly praise their pupils for what they do well. As a result, they learn to develop a respect for others' needs as well as their own. This has a very positive effect on their attitudes to work and to school.
  38. Provision for pupils' social development is very good. All teachers provide pupils with many opportunities to interact and respect each other. For example, pupils often voluntarily sit next to others who require support. Thus, the school has successfully fostered a sense of community with shared values. Pupils work well together and share resources and ideas amicably. For example, photographs and pieces of work in art and

design folders illustrate the extent to which pupils are involved in working collaboratively. The school provides positive experiences for pupils through assemblies, games, school productions and residential visits. They learn to develop leadership qualities and accept responsibility by giving out books, returning the register to the office and helping to tidy up. They learn to take turns to speak and listen carefully to what others have to say and make good use of their skills in the school council meetings.

39. Provision for pupils' cultural development is good. They learn about and celebrate both their own cultural traditions and those of others. The school does much to promote an appreciation of what is special both locally and regionally. For example, pupils have studied the local environment and have produced fine drawings and paintings of flowers and trees. Residential visits for Years 5 and 6 extend this appreciation. Pupils learn at first hand of the history of their town and others further afield, such as on the Isle of Man. Studies in history, art and religious education help pupils to understand that people have cultures, language, faiths and ways of life that are very different from their own. For example, they have learned about the life of people in Kenya by communicating with pupils there by letter or e-mail. There are a number of regular visitors to the school. These include ministers, governors, missionaries from Africa and other adults and parents from different parts of the country who all contribute very well to pupils' growing appreciation of the diversity of cultures. High quality displays of pupils' work further develop cultural understanding and prepare them for living in a multi-cultural society.

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

40. The school is a caring, harmonious community, which provides a secure environment in which pupils are encouraged to learn. At the time of the previous inspection many health hazards were identified relating to the dilapidated state of the buildings and the school's surroundings. New and refurbished premises have resolved these hazards. Staff are trained in first aid and if pupils are ill or have accidents at school they are well looked after. Rigorous health and safety risk assessments and equipment checks are carried out. Child protection procedures that meet local guidelines are in place and staff are provided with good guidance on what they should do. The division of responsibility between the designated teacher and the headteacher means that staff are not always clear to whom they should report concerns. Neither the designated person nor the headteacher has had recent training in child protection procedures.
41. Procedures for promoting good behaviour are good. The discipline system, which emphasises praise and reward but also has clear sanctions, is consistently applied so that all pupils understand and respect it. The absence of bullying is a consequence of the school's appropriate emphasis on a caring environment and encouragement of discussion amongst pupils in assemblies and personal and social education sessions. Staff record and monitor attendance well. Teachers complete registers punctually at the start of each school session and those who are absent are accounted for by notes or parental phone calls.
42. The school monitors and records pupils' personal and social development well throughout their time in school. The records are kept on the pupils' personal files. Staff know pupils very well and offer a very good level of support. External agencies offer additional guidance; for example, those pupils who have individual behaviour plans are visited every two weeks by the behaviour support service, which advises the pupil, staff and parents as appropriate, thus improving the pupil's behaviour.
43. The school has good procedures for collecting information on pupils' performance. Teachers keep detailed records of pupils' attainment and progress. These are combined with the results of carefully chosen tests so that the school is able to predict the progress that pupils should make. Teachers analyse in detail performance in national tests and use



the results to further improve their teaching. Whenever children move into the school, comprehensive information is collected from their previous schools. The headteacher co-ordinates the information on performance and progress. This is particularly detailed in English, mathematics and science. Teachers carefully analyse work in these subjects and have a clear and consistent understanding of the National Curriculum levels pupils achieve. Class teachers receive copies of the assessment information for these subjects relating to their own pupils. Governors get regular reports about the pupils' performance in the national tests and throughout their work.

44. Teachers' use of the performance information is satisfactory and is still being developed. The special educational needs co-ordinator closely tracks the progress of pupils on the special educational needs register, but monitoring is less well developed for other pupils. The school recognises this and there are plans to extend this approach to cover all pupils, including those identified as gifted and talented.
45. Subject co-ordinators do not yet have a clear enough picture of the progress pupils make overall. Whilst they receive information on how individual pupils are progressing, the information does not relate to whole year groups for individual subjects. Teachers in Years 2, 5 and 6 make particularly good use of the data when planning progress targets for pupils, particularly in English, mathematics and science. In other subjects there is variation in how well teachers use assessment information, as subject co-ordinators do not always analyse the causes of slower progress well enough.

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

46. Parents are very satisfied with what the school provides and achieves. The relatively few parents who attended the meeting before inspection were very supportive of the school and expressed few concerns. About a quarter of the parents returned a questionnaire and the views expressed there were also very positive. In their opinion, the school has high expectations and their children make good progress because they are happy and are taught well. Parents are happy to approach the school with any problems, knowing that they will be heard fairly. These positive views are confirmed by the inspection.
47. The school's links with parents are very effective and the school has succeeded well in earning their confidence. Very good information is provided for parents about their child's progress and this helps them support their child. When children start in the reception classes, parents have the opportunity to visit the school to meet the staff and learn about how their child will be taught. Parents are given booklets explaining what their children will be taught, offering good advice on how they can help at home. These documents are exemplary. Parents have the opportunity to meet their child's teacher three times a year to discuss progress made towards achieving their individual targets. Pupils' annual reports meet statutory requirements and give very good information about the progress by the end of the year in all the subjects. Reports are specific to each pupil, targets are set and there is a frank but realistic assessment of personal development and attitudes to work. The school has organised information evenings and workshops for parents on the main curriculum subjects. The quality of information about the life of the school is good, with regular and detailed newsletters.
48. Parents play an effective role in supporting the school and their children. Most parents hear their children read at home and encourage them to do homework. Around 30 parents and other adult volunteers help regularly in lessons; for example, during the inspection, a Year 1 science lesson was supported by four parents, which greatly increased the pupils' enjoyment and opportunity to investigate. The 'Friends of Hornsea Primary School' raise substantial funds for school resources through social events, which also help to promote a good community atmosphere.

49. Parents' evenings provide good opportunities for parents of pupils with special educational needs to discuss their children's new targets. They are involved in formulating their individual education plans and pupils are encouraged to come to reviews alongside their parents.

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

50. The school is very well led and managed by the headteacher and she is well supported in this by the deputy headteacher. The governors, headteacher and staff have a very clear, shared vision of the school as a learning place.
51. The strong leadership of the headteacher and a shared commitment to improvement have ensured that the school has made very good progress since the last inspection. This period has been a difficult one for the school due to the disruption caused by the significant amount of necessary building work. However, the school has successfully addressed all of the many management issues raised at that time.
52. Since the previous inspection the governing body has become more effective in managing the school. Governors are closely involved in the daily life of the school and act as a critical friend. Effective committees are now in place and information from these committees is provided to the full governing body. The governors have a clear understanding of the strengths and weaknesses of the school. This is helped by annual meetings between the governors and the curriculum co-ordinators. At these meetings, the governors and co-ordinators discuss the strengths and weaknesses of the subjects for which they are responsible, review the previous year and identify needs for the coming one. Although the governors take their responsibilities for approving the school improvement plan very seriously, they are insufficiently involved in producing the strategic plan. Currently, they simply discuss and challenge the plan produced by the headteacher.
53. The headteacher and deputy headteacher have a good understanding of the strengths and weaknesses of the school and have identified appropriate priorities for improvement. The school improvement plan is very clear about the action to be taken, the personnel responsible, the success criteria and the costs involved. Priorities are effectively linked to the raising of standards and to improvements in teaching and learning. The school has been successful in taking action to meet the priorities set.
54. The headteacher has a clear overview for monitoring teaching throughout the school. However, the monitoring role of the co-ordinators is underdeveloped because time constraints means that they do not have enough opportunities to directly observe teaching in their subjects.
55. Financial management is appropriately linked to the school's educational priorities and the school takes longer term financial commitments into account when planning the budget. The school receives and spends less money per pupil than the average primary school and a difficult budget situation has been made worse by a fall in pupil numbers following the building of a new school in the town. The governors had a slightly larger than recommended budget carry forward to the current year in order to maintain staffing levels as the number on roll falls. Finances are further stretched due to the impact of children who join the reception class in the summer term because the school has to employ a teacher for these children, but receives no additional funding. Financial administration is efficient and principles of best value are applied effectively. The minor issues raised at last local education authority audit have been effectively dealt with. The school uses funding from specific grants appropriately, particularly funding for special educational needs which was an issue at the time of the last inspection. The school makes good use of information technology to manage the budget. Whilst the headteacher closely monitors

the finances, the day-to-day responsibility has recently been taken on by a newly appointed administrator.

56. The strong and effective leadership of the headteacher has been a decisive factor in the very good rate of improvement since the last inspection. However, the skills of the deputy headteacher and senior staff are not used well enough in managing the school. The effective and supportive deputy headteacher has been unable to take on a wider management role within the school due to a full-time teaching commitment and a number of curriculum responsibilities. The school has plans in place to address this issue in the next school year. Insufficient delegation of management roles means that senior staff are not involved in the formulation of the school improvement plan.
57. The school has an adequate number of suitably qualified teachers to teach the National Curriculum and religious education. There is an average number of support staff, who are used well to support learning, particularly in English and mathematics lessons and in giving support to pupils with special educational needs. The role of teachers as managers outside the classroom is insufficiently developed as they are not involved enough in monitoring teaching in their subjects. Performance management operates satisfactorily within the school and staff performance is reviewed annually. Objectives are set for all staff in line with school's overall objectives and the personal development of individual teachers. Inclusion of support staff is planned for the next cycle. The special educational needs co-ordinator provides very good support to teachers and classroom support assistants. She is very knowledgeable and enthusiastic and has a very clear overview of the standards and progress made by pupils on the special educational needs register.
58. There are good procedures for the induction of staff new to the school. Those teachers who have joined the school recently, and those who are currently training as graduate teachers, are well supported by their mentors and by colleagues. They receive good professional advice and guidance from the school.
59. At the time of the previous inspection, the accommodation was identified as 'poor' and had several features that prevented some aspects of good teaching, as well being an unpleasant place to work and learn. A considerable programme of new building and refurbishment means that the accommodation is now good. Though there is currently no secure outdoor area for reception children to develop their learning, this is planned for the near future. The corridors and classrooms are bright and clean and made very attractive by displays of pupils' work. Pupils delight in wandering the corridors and admiring, for example, the Amazon jungle in the entrance lobby or the display of self-portraits.
60. The quantity and quality of learning resources have also improved and these are now good overall. They are good for all subjects except for mathematics, where they are very good, and for religious education, design and technology and for children in the reception classes where they are satisfactory. The school uses the local environment well, for example the history of Joseph Wade to illustrate local history and the seashore for aspects of geography and science.
61. In view of the quality of leadership, the education provided and the progress the pupils make, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve standards and the quality of education further, the headteacher, staff and governing body should:

- formulate and implement plans to make the most effective use of staff by:
- analysing the particular skills of each member of staff;
- devising ways in which their skills can be best used to support the headteacher in managing the school;
- delegating responsibilities based on these findings;
- monitoring the success of the plans;  
(see *paragraph numbers: 56 and 57*)
  
- further develop the role of the co-ordinators in monitoring teaching and learning in their subjects by:
- devising and implementing a systematic programme of lesson observations;
- extending the good practice found in many parts of the school to all classes.  
(see *paragraph numbers: 54, 57, 79, 88, 97, 107, 114, 117, 135 and 141*)

The governing body may also wish to include the following minor issues in their action plan:

- further improve ways in which assessment data is used in planning teaching and learning;
- governors being more proactive and more involved at an earlier stage in the strategic planning process.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	17	34	24	2	0	0
Percentage	6	21	41	30	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	578
Number of full-time pupils known to be eligible for free school meals	53

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	96

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	62
Pupils who left the school other than at the usual time of leaving	92

### Attendance

#### Authorised absence

	%
School data	5.1
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	55	56	111

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	42	51
	Girls	48	50	55
	Total	92	92	106
Percentage of pupils at NC level 2 or above	School	83 (80)	83 (89)	95 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	47	48
	Girls	49	50	46
	Total	94	97	94
Percentage of pupils at NC level 2 or above	School	85 (85)	87 (86)	85 (84)
	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
	2002	45	45	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	38
	Girls	38	34	43
	Total	63	62	81
Percentage of pupils at NC level 4 or above	School	70 (82)	69 (81)	90 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	29
	Girls	38	37	36
	Total	64	66	65
Percentage of pupils at NC level 4 or above	School	71 (81)	73 (83)	72 (87)
	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	574	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	26.3
Average class size	28.9

#### **Education support staff: YR – Year 6**

Total number of education support staff	18
Total aggregate hours worked per week	431

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002 - 2003
	£
Total income	1,306,204
Total expenditure	1,313,216
Expenditure per pupil	2,104
Balance brought forward from previous year	90,485
Balance carried forward to next year	83,473



**Results of the survey of parents and carers**

**Questionnaire return rate: 24 per cent**

Number of questionnaires sent out	574
Number of questionnaires returned	136

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	4	1	0
My child is making good progress in school.	70	29	1	0	0
Behaviour in the school is good.	41	51	4	0	4
My child gets the right amount of work to do at home.	34	50	12	2	2
The teaching is good.	70	25	3	1	1
I am kept well informed about how my child is getting on.	53	37	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	29	1	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	1
The school works closely with parents.	50	45	4	0	1
The school is well led and managed.	52	42	1	0	5
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	46	33	10	1	10

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**

63. The school's arrangements for children in the reception year are good. They join the school at the beginning of the term in which they are five, almost all having attended the adjacent nursery. Parents and children meet their teacher and the headteacher, and visit a reception class several times before starting school. These arrangements very successfully promote a smooth transition between home and school and enable links with home to be established. The children attending the nursery become familiar with their reception class teacher, as she visits the nursery and meets them before they start school.
64. Children start school with levels of attainment which are broadly average. The teachers and classroom assistants work hard to ensure that the reception classes are welcoming and stimulating. This ensures that all boys and girls, including those with special educational needs, settle securely into school life and are well motivated to learn. Children make good progress, although many of the younger pupils do not attain the Early Learning Goals in all areas of learning, because they only spend one term in a reception class. Children's learning is particularly successful in personal, social and emotional development, creative development and aspects of communication, language and literacy, and mathematical and physical development. Many achieve above average standards in these areas of learning by the time they start in Year 1.
65. The quality of teaching and learning is good overall, with more than one quarter of teaching being very good. The class teachers, classroom support assistants and special needs assistants work very well together. The classroom assistants are clear about what the children are to learn in the course of each session, supporting groups and individuals purposefully and making a very significant contribution to their learning. The teachers have a good knowledge and understanding of how young children learn and thoughtful planning successfully incorporates the six areas of learning. The school is keen to identify children with special educational needs and high-attaining children as early as possible so that support and appropriate work can be arranged. Their teacher assesses children's skills using local authority materials shortly after they start school. In addition teachers note children's achievements and create a range of records of their progress, particularly in personal development, language, literacy and mathematical development. However, there are no consistent procedures in place for systematically observing, assessing and recording each child's strengths and weaknesses in other areas of learning and using this to identify how each child's learning is to be developed. The classroom is thoughtfully organised with a good range of resources to stimulate children's curiosity and encourage them to become independent learners. However, children do not have direct access to a secure outdoor area. Consequently, they do not have opportunities to learn by working regularly on a more active scale than is possible indoors. Although the school recognises this and has earmarked a location for development, the proposed site does not afford ready access for the reception children.

**Personal, social and emotional development**

66. Children's personal, social and emotional development goes beyond that expected for their age. Children are happy and well used to the classroom systems. The youngest children's teacher has particularly high expectations of their involvement and they respond very well. Almost all are confident and show a very good degree of independence in their approach to activities and daily routines. Children respond promptly to instructions and put out and clear away equipment efficiently. They are well motivated to learn, settling quickly to tasks and concentrating hard. They handle books and equipment carefully. When moving around school, for example when they go to the hall for assembly, they behave

very sensibly and co-operatively. Almost all children are patient and take their turn fairly. Teaching in this area of learning is often very good, particularly in the youngest children's class. Plans include topics such as 'I am Special' which successfully promote, for example, children's awareness of their own senses. The teachers and classroom assistants value each child's efforts and give lots of individual praise and encouragement. Children take turns to be 'Today's Helper', a role which involves carrying out special jobs such as taking the register to the school office. Such arrangements successfully build children's self-esteem and promote their confidence in learning and in their relationships with others.

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

67. Most children attain average standards of communication, language and literacy overall. Standards in speaking, listening and reading are often above average. However, although they make evident progress in developing writing skills, many do not attain the Early Learning Goals in this area. A minority of children enter school with immature speaking skills. The teachers plan a good range of worthwhile opportunities for children to improve their communication, language and literacy skills, such as when they talk to adults and each other as they share news each morning. Throughout the day, the teachers and classroom assistants ask well-directed questions to successfully promote children's speaking and listening skills. As a result they make good progress in developing these skills and almost all attain or exceed the Early Learning Goals in this area. Children enjoy sharing stories and rhymes and join in with repeated phrases. The quality of teaching is good. Staff take every opportunity to promote children's confidence and communication skills. Carefully-prepared activities successfully stimulate children's interest in letter sounds, reading and writing. From their earliest days in school, they take reading books home daily to share with their parents and carers. They demonstrate confidence in handling books and most are beginning to read, recognising familiar words and associating letters and sounds. The children practise writing patterns each day, taking care to form their letters carefully. They understand that writing conveys meaning. They write their own names and some are beginning to write simple words and phrases independently. Lively activities and games successfully reinforce their learning and encourage them to see learning as fun. For example, children reinforce their knowledge of letter formation by making letters out of dough.

### **Mathematical development**

68. Children develop sound mathematical understanding. They develop a good sense of number, order and sequence through regular counting routines and activities. For example, small groups of children work in the 'shop' with the classroom assistant, counting out the correct number of pennies for their 'purchases'. Most children count reliably to ten and beyond. Almost all recognise numerals to ten and make good progress in learning to record them. Many children make good progress in identifying the number that is one more than a given number, and a small number can reliably find one less than the number. However, they do not consistently use the vocabulary involved in adding and subtracting or relate addition to combining two groups of objects or subtraction to 'taking away'. Children know the names of common two-dimensional shapes and some three-dimensional shapes. They make secure progress in learning mathematical language, such as 'long' and 'short', through activities such as making and cutting out snakes of different length. The quality of teaching is good, with lots of planned activities to promote children's mathematical development. Staff seize opportunities to reinforce their mathematical skills and check their understanding through well-directed questions. Throughout the day they regularly introduce number songs and rhymes, which successfully support children's learning.

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

69. Children attain the Early Learning Goals in this area through well-planned and stimulating topics. They learn about the properties of materials such as sand and dough by handling and working with them. In their topic work they begin to differentiate between natural and man-made materials and make sound progress in examining and finding out more about living things. For example, they plant bulbs and seeds and watch them grow as part of their 'Growing and Changing' topic. The teaching in this area of learning is good. Teachers plan activities that successfully engage children's curiosity and promote a positive attitude to learning. Careful preparation ensures that many of the children's activities are linked to their current topic. This adds relevance to their work and stimulates their interest. For example, children have regular opportunities to use a range of simple computer programs which soundly support their learning. Children are interested in information and communication technology and learn to use programmable toys and equipment such as a tape recorder confidently.

## **Physical development**

70. Children's physical development is satisfactory overall. Many attain above average standards in balancing, climbing, jumping and sliding movements, moving safely and confidently in and around their classroom. Teachers plan regular opportunities for children to move imaginatively to music and to be active in physical education lessons, when they move with control and avoid bumping into each other. They enjoy being physically active. Most children listen attentively and respond promptly to instructions. They run, walk and demonstrate good awareness of space when they travel over, under and around large apparatus, such as benches or a climbing frame. Most children demonstrate average skills of co-ordination when they control smaller equipment, such as bats and balls. However, a minority do not attain the Early Learning Goals in this area of learning. The quality of teaching is good. Within the classroom, carefully planned activities satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and construction materials. The teachers and classroom assistants give plenty of encouragement when children handle simple tools, such as scissors, as many demonstrate limited manipulative skills. Children have opportunities for vigorous play outdoors when they join pupils from other classes at break and lunchtime. The current lack of a secure outdoor area, however, means that children have only limited opportunities to develop skills in riding on bicycles or scooters.

## **Creative development**

71. Children's creative skills are above average. They join in readily with action songs and number rhymes, and enjoy joining other classes for singing practice. They make good progress in exploring sounds when they learn to clap and tap sound patterns using percussion instruments and everyday objects, such as pan lids. They have frequent opportunities to draw, using pencils and a satisfactory range of markers. Children recognise the primary and secondary colours and confidently mix paints to create different colours. They stick with glue and use paints in various ways, such as hand, string and bubble printing. Their art and craft activities successfully support other areas of learning. For example, children reinforce their mathematical development and writing skills when they print with squares, circles and triangles, and practise making letter shapes using collage. The quality of teaching is good. Staff ensure that stimulating materials and tools are readily accessible to the children. The teachers plan activities that successfully engage children's interest, promote their use of imaginative language and encourage co-operative play, for example when they set up role-play areas as a shop and a home.

## ENGLISH

72. Overall, provision in English is good.
73. Children start in reception with English skills that are average for their age. By the end of Year 2 in 2002 their performance in national tests in reading and writing was close to the average, thus indicating that they have made satisfactory progress. Their performance in writing was slightly higher than in reading. In 2002, Year 6 pupils attained below average standards and below the results previously achieved by the school. However, a significant factor in this apparent fall in standards was the large proportion of low-attaining pupils who had joined the school between Years 5 and 6. Inspection evidence indicates that the progress made by pupils who had been at the school from reception was good overall, although more rapid progress takes place in Years 5 and 6. Since 1998, standards in the school have been improving steadily at above the national rate. Work seen during the inspection confirms teachers' assessment that standards in Years 2 and 6 are currently higher than the national average.
74. Whilst the national tests focus on written responses they do not fully reflect the important speaking and listening skills or the high quality of thoughtful writing that pupils develop at this school. By the end of Year 2 pupils speak, write and read with great confidence. As they move through the school there are more opportunities for them to work with visitors, go on trips and perform for the public in a variety of ways. The pupils build on this framework and produce a remarkably broad range of writing. In Years 5 and 6, pupils use their skills to analyse books, report on visits and describe detailed research undertaken. They produce well-constructed viewpoints on local issues, such as the arguments for and against re-opening rail links to Hull.
75. Most pupils are enthusiastic readers and talk fluently about their preferences. Pupils who find reading more challenging still have their favourite texts and often enjoy reading poetry and non-fiction books about sport and hobbies. Pupils are encouraged to read each day, both in class and by taking books home. The school provides clear guidance for parents on ways of encouraging reading and most parents add comments to the pupils' reading diaries. Teachers record progress and guide pupils through the school's reading scheme, which provides a good balance of story and non-fiction texts. By Year 2 most pupils are reading fluently and can talk clearly about their preferences. They summarise stories effectively and confidently locate information in non-fiction books. They can quickly find books on the shelves in corridors and classrooms.
76. In Years 3 and 4, more-fluent readers are not always sufficiently encouraged to attempt more difficult tasks, but by Year 6 reading and library skills are well advanced. Pupils express clear preferences and identify their favourite writers and their work. The highest attainers compare writers and writing styles, referring to a wide variety of texts to support their opinions. Lower-attaining pupils have developed sufficient reading skills to allow them to read for pleasure and to find information quickly. Overall, standards in reading are above the national average.
77. The quality of teaching is good overall. Teachers and support staff plan learning carefully to ensure that all pupils are fully involved. In the most effective lessons the children know what they have to do and remain focused on clear learning objectives for the whole lesson. Teachers help this by providing a series of activities and regular time checks. They summarise key points regularly within lessons so that pupils have a clear sense of their own achievement and progress. As a result, pupils are highly motivated, confident and work hard, both as individuals and co-operatively. Carefully selected homework further extends learning. Staff and pupils hold each other in very high respect. There is a happy, confident atmosphere in classrooms and children come to lessons ready to work hard. They settle down quickly and concentrate well, and all of them are keen to add to the

learning of the whole class. The degree to which lower-attaining pupils or those with special educational needs play a full part in lessons is a tribute to the work of support staff and to the respect that pupils have for each other.

78. Teachers celebrate pupils' success. In lessons there is a consistent recognition of effort and pupils' work is very well displayed throughout the school. In some rooms, teachers use these displays to reinforce teaching points with questions for the reader to think about or with clear links to National Curriculum standards. Teachers mark work regularly and provide helpful written comments that identify successes and areas for improvement, although not all teachers recognise the need to explain the positive qualities of better pieces of work.
79. The leadership and management of the subject are good. Teachers' work is monitored, but time limitations on senior staff mean that there is insufficient time to further develop or share the best practice. There is a lot of information on the progress made by individual pupils, but it is not yet used well enough to monitor how effectively teachers link it to learning targets. Effective moderation ensures that teachers across the school relate pupils' work accurately to National Curriculum levels. Information given to parents describes attainment accurately and provides clear advice on how to support progress in spelling, reading and writing.
80. Literacy is used very well across the curriculum. The range of work is broad and skills develop in all subjects. Pupils are encouraged to talk and write about their learning. For instance, work done with a visiting sculptor in Year 1 stimulated a very wide range of talking about the skills and materials used. Every classroom contains bright displays of written work that has a clear purpose, is often produced on computers and covers a range of styles so that work in science is as likely to produce imaginative writing as is history. In lessons there are regular opportunities for pupils to speak and listen to each other, but careful planning ensures that they also write regularly. Pupils use whiteboards to draft or 'brainstorm' and this encourages them to take risks and allows teachers to monitor good ideas as well as areas of difficulty. Very good use is made of pupil anthologies to link subjects. Some collections of pupils' writing provide examples of work in a single topic over several year groups. Others provide examples of different styles of writing developed by one class. Pupils make good use of personal dictionaries and 'stealing books' to record ideas that they will later use for their own work. Teachers take every opportunity to develop and explain specialist words linked to subjects and topics. Marking is consistent across subjects and supports pupils who need specific help with spelling or other writing skills. The range of styles and focuses for writing, talking and performing is very broad and supports the quality of learning in all subjects.

## **MATHEMATICS**

81. Standards in the 2002 national tests were average for Year 2 pupils but below average for Year 6. This apparent lack of progress was because there was a significant number of low-attaining pupils who had joined the school between Years 3 and 6, who did not achieve as well as pupils in previous years. The previous inspection judged that standards in Years 2 and 6 were at levels expected. The school has placed a high priority on raising standards in mathematics. Pupils in Years 5 and 6 are set according to their ability. This has made a significant contribution to the good progress now being made in this subject.
82. Inspection evidence indicates that standards in Years 2 and 6 are above the expected level. This is because teaching is good overall, with the best teaching in Years 2, 5 and 6. There are effective strategies for teaching numeracy skills. For example, the school has decided to teach them in an investigative and problem-solving way. As a result, pupils are increasing in confidence, and talk about and share their experiences.

83. Year 1 pupils enjoy mathematics and participate in a range of activities. For example, in one lesson the teacher encouraged them to recall two numbers which total 10. As she carefully recorded their responses on the board, they learned how to arrange them so that they could see a pattern. More-able pupils work to 15 and understand that 13 minus 1 is also 12. They record their results formally and understand the difference between plus and minus signs. Less able pupils work confidently to eight because they are very well supported by class assistants. Year 2 pupils enjoy working with numbers up to 40 and count in twos, threes and fours. They understand how to multiply and learn new mathematical vocabulary. They know the properties of regular two-dimensional shapes, understand the meaning of a right angle and confidently tackle number problems. They establish very good relationships with each other and their teachers. As a result this has a very positive impact on their personal development and they make good progress.
84. In Years 3 and 4, teachers provide clear explanations so that pupils know exactly what is expected of them. Progress is better in Year 4 because these teachers have higher expectations and provide more challenging tasks for their pupils. Year 3 pupils work with multiplication and division, understand simple fractions and read and interpret graphs. By Year 4, pupils work with larger numbers. For example, they add to thousands and understand that multiplication is the opposite process to division. They know that angles are measured in degrees and how many degrees there are in one whole turn. They understand negative numbers and how to calculate the perimeter of a regular shape. They make good progress because their tasks are challenging and varied.
85. In Year 5, teachers provide a wide range of activities to broaden their pupils' knowledge and understanding of mathematics. They develop their mathematical skills very well because they have regular opportunities to work in a problem-solving way. For example, they referred to a rail timetable to calculate which trains they should choose to make connections between two stations and allow for any alteration to the time of arrival of these trains. The teacher offered positive support to all pupils, including those with special educational needs and those for whom English is an additional language, so that they all achieved success. Year 5 pupils are confident in working with fractions, percentages, decimals and factors of numbers. They understand symmetry of regular shapes and use the appropriate formula to calculate the area of shapes. By Year 6, most pupils make good progress. They quickly, efficiently and accurately use number facts they have learned. For example, in one lesson the more able pupils confidently changed improper fractions to mixed numbers, understanding the terms 'numerator' and 'denominator'. The teacher successfully developed their mental skills by providing quick-fire tasks which they answered immediately. They are immediately interested because the teacher has planned very well, has very good subject knowledge and boosts their confidence. Pupils work with very large numbers and use the four rules of numbers competently. They understand the meaning of factors, multiples and ratio. They work with co-ordinates in four quadrants. They know how to convert fractions to decimals and percentages. As a result they all make very good progress within their individual targets. Average pupils developed strategies to calculate the perimeter of simple compound shapes, whilst less able pupils discussed strategies to consolidate their understanding of different units of measure. Pupils with special needs and those for whom English is an additional language work with the special educational needs co-ordinator to find, for example, strategies for producing a formula for a given pattern.
86. Pupils have very positive attitudes to learning and thoroughly enjoy their mathematics lessons, particularly problem-solving activities, because teachers value their contributions whatever their ability. This develops positive attitudes to learning and has a very positive impact on their progress. Pupils work very well together, present their work very neatly and are proud of what they do. Teachers regularly mark pupils' work. They provide constructive comments to support pupils' achievement and explain clearly what they need

to do to improve. They make regular use of information and communication technology to support mathematics and the use of numeracy in other subjects.

87. The quality of teaching is good overall. The teachers allocate time at the beginning of each lesson for pupils to practise mental calculation and discuss their results. This has a very positive effect in developing their knowledge and understanding in mental calculation, their social development, and speaking and listening skills. Teachers have established good systems to analyse pupils' strengths and weaknesses and have set up their own systems to track and assess their progress over time. For example, there are half-termly assessments and individual targets for every pupil inside the cover of their mathematics books and these are regularly updated. Homework is given regularly. Teachers provide challenging work for all abilities because they are determined to raise standards. They have a shared commitment and a good capacity to succeed. Pupils have many opportunities to use their numeracy skills in other subjects.
88. The two subject co-ordinators have analysed the results of national and other tests and identified areas to be developed. The co-ordinator for Years 1 and 2 has monitored teachers' planning and pupils' work, and observed the quality of teaching in some lessons. However, the role of the co-ordinators is not yet fully developed, particularly for Years 3 to 6. For example, they do not have a clear overview of pupils' progress over a period of time. As a result they do not have sufficient information to target those pupils who do not appear to make the progress that they should. They are aware that they need to work more closely as a team to analyse test results and produce clearer information to measure pupils' progress throughout the school. The special-needs co-ordinator and all teachers provide well-structured programmes for pupils with special educational needs and for those for whom English is not their first language to ensure that they understand the work set for them. There is no significant difference between the attainment of girls and boys.

## SCIENCE

89. In the 2002 national assessment tests for pupils in Year 6 their attainment was above the average for all schools and for similar schools. The percentage of pupils attaining the higher Level 5 was well above average. The teachers' assessments for Year 2 pupils in 2002 indicated that they attained below average standards. Inspection evidence indicates that the current Years 2 and 6 attain standards which are above national averages.
90. Pupils in Year 2 are able to explain how exercise and different food types are required for good health. Most pupils sort materials according to their properties, for example when they separate hard and soft or natural and man-made materials. They make simple electrical circuits and understand the need for them to be complete to light a bulb. They are able to describe forces in terms of pushes and pulls. More-able pupils have a good understanding of friction and are beginning to understand the need for tests to be fair. In a good Year 2 lesson pupils talked confidently about life cycles and provided a great deal of verbal information about ladybirds.
91. Pupils in Year 6 use a wide range of specific scientific vocabulary. They speak confidently about living things, including the human body, explaining the function of a number of human organs. They have a good understanding of the principles of vaccination. Most pupils can identify good insulators and conductors of heat. They understand the water cycle and how the processes of evaporation and condensation can cause rain to fall. They know about the earth's orbit of the sun and more-able pupils use simple models to show the causes of night and day and the seasons.
92. Pupils are given opportunities to learn through a range of investigations and experiments. This is a strength of the school. The experiments are carefully planned and encourage pupils to plan, predict, observe, record and evaluate. The school has good systems to



ensure that these investigations become more focused and detailed as pupils get older. As a result pupils in Year 6 can plan an experiment, taking into account the need for a test to be fair. They predict the outcome, observe, record and test their results, and compare them with their initial predictions.

93. Overall, the quality of teaching is good. Teaching in all of the lessons observed was good in Years 1 and 2, and was good overall in Years 3 to 6, with some very good teaching in Year 4. Where teaching is good, teachers demonstrate good subject knowledge and insist on the use of appropriate scientific vocabulary. Teachers share learning objectives with pupils and use effective questioning techniques to check their understanding. They use a variety of approaches and set work which is matched to pupils' abilities, including more challenging work for more-able pupils. In the few lessons where teaching was less effective, classroom management was insecure, resources were not suitable and questioning was not used well enough to extend pupils' thinking.
94. The curriculum is good, with visits and visitors being used effectively to enrich it. During the inspection the pupils benefited from the opportunity to examine, touch and hold a range of animals from around the world, including a stick insect, a turtle, a bearded dragon and a snake. Pupils were very enthusiastic and, as a result, could recall many of the interesting facts about the animals and their habitats. Teachers then built effectively on this visit in follow-up lessons.
95. Pupils' attitudes to lessons are consistently good and sometimes very good. This is particularly true when teaching is good. They enjoy practical activities and generally work well together in pairs and groups. During the lessons seen, the pupils' behaviour was good.
96. Teachers link pupils' work in science to work in literacy, for example building on work on non-fiction texts by encouraging pupils to use contents and index pages to find information. In an effective lesson on the effect of heating air, the teacher used the pupils' knowledge of newspaper reports to find an interesting way of recording an experiment. Teachers also use information and communication technology effectively to support pupils' work in science. For example, in a good lesson seen in Year 2 pupils used a computer program to find the definition of a ladybird and to find images to use in an information sheet.
97. Leadership and management of the subject are sound. The co-ordinators have recently introduced a new system of assessment and target setting which is helping to extend teachers' understanding of National Curriculum levels and develop more focused teaching. They have monitored teachers' planning and children's work in the limited time available for them to carry out this role. However, because of time constraints the two co-ordinators do not effectively monitor the quality of teaching, which would allow them to build on the good practice in which some teachers track pupils' progress from one year to the next. Resources for teaching and learning are good.

## **ART AND DESIGN**

98. Standards in Year 2 are above the expected level and match the findings of the previous inspection. Standards in Year 6 are well above the expected level, which is an improvement since the previous inspection. This is because the school's philosophy is that art and design is a powerful, creative tool with which all pupils gain confidence and self-esteem. Pupils have rich opportunities to work collaboratively and achieve success by exploring and portraying their emotions and feelings. For example, the 'Creative Context' arts project provides regular opportunities for pupils to work alongside professional artists in order to improve their skills. There is an abundance of stimulating and very striking displays of the highest quality around the school clearly indicating pupils' development of

skills and the richness of the curriculum. For example, attention is immediately captured at the entrance to the school by the powerful colour and size of the three-dimensional models of 'The Amazon Forest'.

99. Year 1 pupils make very good use of their immediate environment to develop close observational skills. For example, they have produced detailed sketches of trees and autumn leaves, and use their knowledge of mixing colours to good effect as they use the sketches in their leaf printing. They develop an appreciation of the work of famous artists such as Cézanne by emulating their style to draw different fruits with pastels. They worked with a visiting sculptor, using a wide range of materials to produce a large-scale three-dimensional sculpture. In Year 2, pupils' colourful interpretations of the style of Piet Mondrian illustrate their knowledge and understanding of his use of bold, geometrical shapes in primary colours. Through careful observation they explore colour, pattern, rubbings, texture, line and tone. They combine pastels, paint and oils with very good results because their teachers have very good subject knowledge and high expectations.
100. From Year 3 onwards, pupils build very well on their knowledge and skills acquired earlier. In Years 3 and 4 they work with a variety of materials and resources. For example, there is clear evidence of their delight in exploring alternative resources, such as charcoal, printing and digital images, to convey their observations, ideas and feelings. Teachers provide valuable opportunities for pupils to reflect on the quality of their own work. For example, one pupil has written, 'I studied the work of Kenyan people and based my work on these ideas'. The school provides exciting opportunities in art and design lessons for pupils to become more responsible and mature. For example, Year 4 pupils designed and made the set for the school production of 'Is this Joseph?' Year 5 pupils created very detailed pottery designs, based on signs, symbols and pictures from ancient Greece. They understood the technique to use because their teacher had clearly explained how the Greeks used particular colours and design to depict a story. In an excellent Year 6 lesson, pupils worked intently, cleverly distorting two photographic images to show movement. Inspired by their teacher, their interest was completely captured by the exciting resources provided for them. He had high expectations of mature behaviour and commitment to succeed. They modified and improved their work to demonstrate more clearly what they intended because they were so proud of their work. Within this lesson the pupils made excellent progress.
101. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. As a result, the pupils make good progress in Years 1 and 2 and very good progress in Years 3 to 6. Teachers' plans, based on the national guidelines, are very clear and illustrate their very good subject knowledge and high expectations for their pupils to succeed. They provide pupils with a wide range of two- and three-dimensional experiences so that all, including those with special educational needs and those for whom English is an additional language, make good or very good progress. Throughout the school, the quality of relationships between teacher and pupils provides a very secure platform for all pupils, whatever their ability, to work purposefully and to succeed. There is a clear emphasis on the importance of self-discipline and mature behaviour so that all pupils clearly understand the rules and have a high degree of respect for their teachers and each other. They are very proud of their achievements.
102. Visitors such as a sculptor and other artists and visits to places of interest offer further opportunities to develop pupils' skills. For example, there are regular visits to Bewolme, Roundhay Park and Flamborough. The *Creative Arts* project has resulted in an exciting exhibition of pupils' artwork at the Beverley Minster. A selection of art has been selected for exhibition at the Tate Modern in London. These events are a clear accolade to pupils' achievements and make a powerful contribution to raising pupils' self-esteem and recognition of their worth. There is a good range of resources and all teachers use these very well to promote pupils' development of skills throughout the school.

103. The Key Stage 1 co-ordinator has made a good start in monitoring teachers' planning and observing some lessons. Though assessment is informal at present, each year group retains a sample of pupils' work at the end of each half term and the co-ordinators keep a photographic record to illustrate pupils' progress. Good use is made of information and communication technology to extend pupils' experiences, particularly in the use of digital cameras to enhance pupils' interpretations of their work.

## **DESIGN AND TECHNOLOGY**

104. Standards at the end of Years 2 and 6 are at nationally expected levels. Pupils make satisfactory gains in the skills of investigating, designing, making and evaluating products as they move through the school. Class teachers and classroom assistants ensure that pupils with special educational needs and those for whom English is not their first language are actively involved in lessons, so that they too make satisfactory progress.
105. Teachers' planning is based on national guidelines and ensures that pupils have opportunities to undertake a good range of projects. These are often linked with topics in other subjects, which effectively adds interest and relevance to their tasks. For example, Year 1 pupils' experiences with clay, as they design, make and paint tiles, reinforce their work on 'Materials' in science. They design and make Punch and Judy puppet theatres, as an extension of their 'Seaside' topic. Following their visit to the seaside museum, pupils are well motivated by their task and take care when handling tools, such as scissors. By Year 2, pupils tackle more demanding tasks. For example, they design and build a moving vehicle, which involves attaching an axle and wheels. Pupils label their designs clearly and evaluate the finished product in simple terms, explaining what they would do differently next time. Year 3 pupils extend their cutting skills when they safely use a cutting tool when making picture frames from stiff card. They are very enthusiastic about their most recent topic and keen to demonstrate their work. This involves making imaginative animal models that move by means of a pneumatic system, using plastic tubing and syringes. In Year 4, pupils design and make purses. They work with fabrics, including felt, and satisfactorily reinforce their sewing and appliqué skills. Pupils' careful evaluations focus on the suitability of the chosen material, fastener and decoration. Teachers plan topics carefully so that pupils reinforce and extend their skills progressively. Year 5 pupils, for example, explore different ways of assembling, joining and combining materials and components, before embarking on their task of designing and making a vehicle. By Year 6, pupils extend their learning by confidently sharing their ideas and carrying out designing and making tasks with a good level of independence. For example, they enthusiastically approach the task of producing a moving model that uses a motor. Pupils work together very co-operatively and safely use equipment such as hacksaws and glue guns. They select the materials they need and are ready to modify their designs as they construct their model. They work accurately, as they measure, saw, glue and strengthen corners, using mainly wood and thick card.
106. The quality of teaching is satisfactory. Teachers have sound subject knowledge and understanding. They prepare resources carefully and explain tasks clearly. This ensures that pupils settle to tasks without delay and lessons proceed at a satisfactory pace. They ask well-directed questions which successfully promote pupils' thinking, ensuring that they focus on the given task and enabling teachers to assess pupils' understanding. Teachers plan stimulating topics and pupils are proud of the finished products. Pupils' work satisfactorily promotes their mathematical competence, for example as they practise their measuring skills. However, most pupils have very limited knowledge of using information and communication technology to control devices, although Year 6 pupils have some experience of working with technical construction kits.

107. The subject is led by two committed and hard working co-ordinators. They satisfactorily monitor standards in the subject by scrutinising pupils' designs and completed products. However, there are no arrangements for systematically observing teaching and evaluating aspects of learning in the subject. This reduces their effectiveness in identifying, building on and addressing strengths and weaknesses in the current arrangements.

## **GEOGRAPHY**

108. Standards are in line with national expectations by the end of Years 2 and 6 and pupils, including those with special educational needs and for whom English is not their first language, make satisfactory progress. This reflects a significant improvement since the last inspection.
109. Pupils in Year 2 have a good understanding of the features of an island. This is mainly due to a recent study of the Isle of Man. Resources, such as recent photographs provided by the geography co-ordinator following a visit to the island, make this study real for the pupils and this supports their learning. Pupils have visited a neighbouring village and compare how land is used there to its use in Hornsea. They draw maps and plans from a variety of perspectives.
110. Pupils in Year 6 speak confidently about beaches and erosion, discussing the impact on the local environment and the measures taken to address this problem. More-able pupils in Year 6 can compare the local coastline as it is now with the coastline in the past and explain the changes. Pupils are able to describe the location of the South American country they are studying and can name the neighbouring countries. They know the currency and typical foods of the country. They can describe the climate, while more-able pupils can explain how the climate varies in different regions of the country.
111. As only one geography lesson was observed during the inspection, no secure judgement can be made about the quality of teaching. However, evidence gained from pupils' work, displays and discussions with staff shows that coverage of the National Curriculum is good, an improvement on the previous inspection when some areas were not taught. The effective use of the local area as a resource to support teaching and learning is a strength of the subject.
112. Provision for geography is particularly good in Years 4 and 5. In Year 4, pupils are involved in 'Creative Contexts', a local education authority initiative. As part of this project, pupils took part in some very good work based on the Amazon. This work was extended to other subjects. Pupils' work and the quality of displays around the school demonstrate that pupils developed a detailed understanding of the region and the problems it faces. Pupils in Year 4 have developed links with a school in Kenya following a visit by one of their teachers. Pupils in Year 5 take part in a residential visit to Cober Hill which gives them the opportunity to take part in orienteering and compass work, as well as comparing the daily life, facilities, work and transport system of the area with Hornsea.
113. The school links geography work well with work in literacy and numeracy, and information and communication technology is used well to support pupils' learning.
114. The role of the subject co-ordinators is underdeveloped partly because there was no permanent co-ordinator for Years 3 to 6 at the time of the inspection. The Years 1 and 2 co-ordinator has monitored children's work and teachers' planning in the subject and is aware of the strengths of the curriculum. She has not yet had the opportunity to observe other teachers teaching geography and has not, therefore, been able to identify strengths and weaknesses in teaching well enough to raise standards further.

## HISTORY

115. By the end of Years 2 and 6 pupils attain nationally expected standards. This is an improvement since the previous inspection. Pupils in Year 1 distinguish between aspects of their own lives, such as their toys, homes and holidays, and those of the past. Year 2 pupils begin to find out about significant historical periods such as World War Two. They successfully learn what it was like to be a child at that time from a visitor who recalls his experiences. Pupils learn about significant characters of the past and notable aspects of their lives. For example, they know that Florence Nightingale was a nurse and can compare nursing practices that she introduced with those of today. As pupils move through the school, they use time lines widely and demonstrate an emerging sense of chronology. For example, Year 3 pupils produce a time line showing important events of the Victorian era. Teachers often link topics in history with work in other subjects, so that pupils approach their work with added purpose. For example, Year 3 pupils reinforce their knowledge of Aztec culture when they design and make masks which incorporate Aztec symbols and traditional colours. Pupils also regularly use their information and communication technology skills to extend their historical knowledge and understanding, such as when they research topics on the Internet. By Year 6, pupils learn about Ancient Greece and Ancient Egypt. They know about significant periods in British history, including the Romans, Saxons and Vikings, as well as the Tudors and Britain in the 1960s. Year 6 pupils also study local history. They are very interested in learning about the work of local figure, Joseph Armytage Wade, and changes in Hornsea since the coming of the railways.
116. The quality of teaching is satisfactory. Teachers' subject knowledge and understanding is secure. Planning is thorough and a programme of visits, such as Year 4's outing to York Viking Village, successfully supports pupils' learning in all age groups. Teachers carefully plan links with pupils' work in English, as when Year 5 pupils learn about and perform a Greek play. Such activities effectively extend pupils' literacy skills and make a valuable contribution to their cultural development. Teachers use resources effectively to engage pupils' interest. In Year 2, for example, the teacher successfully uses replica armour to motivate pupils' curiosity about medieval times. In lessons, teachers use questioning skilfully to check pupils' knowledge and understanding of their work. This information is satisfactorily used in planning support and sometimes different tasks for pupils in subsequent lessons. Teachers and classroom support assistants consistently ensure that pupils with special educational needs participate actively. Pupils for whom English is an additional language are fully involved in all aspects of lessons, including discussions. Teachers create stimulating displays around the school and successfully promote pupils' interest in history. Pupils evidently enjoy the subject and readily discuss topics they are studying. They carefully prepare and illustrate history work, which is often presented in topic booklets.
117. The subject co-ordinators are committed to raising standards further in the subject. They monitor teachers' planning and standards by examining samples of pupils' completed work. They ensure that there are sufficient practical resources, CD ROMs and up-to-date books to support topics, in classrooms and in the school library. However, they do not have opportunities to monitor teaching and aspects of pupils' learning in lessons. This limits their capacity to gain a complete grasp of the subject's strengths and weaknesses in order to address and build on them.

## INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards meet national expectations by the end of Year 2 and are above national expectations by the end of Year 6. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. Pupils with special educational needs make good progress throughout the school, although sometimes their responses are limited by their reading and comprehension skills. Since the last inspection there have been good improvements overall due to better resources, teachers having better subject knowledge and understanding, and the very good support given by the co-ordinators and the support assistant.
119. Pupils in Year 1 confidently use techniques such as 'clicking' and 'dragging' objects to make a picture of a growing plant in science. They can type their names using different fonts. Pupils in Year 2 use the tools in an art program very effectively to create pictures with a variety of tools. For example, they use a brush, pencil and spray can in different colours to draw a 'Menorah' as part of their work on Judaism and can improve parts of their picture by deleting or changing it. Pupils use the space bar and the delete key correctly and use the shift key to make a capital letter. They alter the font and change the colour and size of their writing. They program a floor robot to move in specific directions and use data handling programs to create a variety of graphs. For example, they create pictograms, block graphs, bar charts and pie charts from information they collect about pupils' hair colour and print out the graphs. Year 2 pupils talk very enthusiastically about using the computer suite each week.
120. Pupils in Year 3 find and use stored information and most can save their work into their own file. They insert the graphics they find on the Internet onto slides for a presentation and add their own text. They combine graphics and music imaginatively as part their work on the Aztecs. In Year 4 they use a branching database successfully to solve problems as part of their science work on animals. In Year 5 they use a desktop publishing program very effectively to produce posters for the musical, 'Is it Joseph?' Pupils in Year 6 create a three or four multi-media presentation adding sound, animated graphics from the Internet and their own voice, and can improve the presentation by careful editing. They put information into a spreadsheet and produce a graph. Pupils publish booklets of high quality, importing pictures and illustrations effectively to supplement the text. They change the size, style and colour of the font imaginatively to emphasise different areas of the booklet and show they have a good understanding and knowledge of what can be achieved in a publication.
121. Teachers throughout the school plan work using national guidance to ensure that all aspects of the curriculum receive suitable emphasis, enabling pupils to build their knowledge and skills progressively. They plan frequent, good opportunities for pupils to develop their information and communication technology skills in other subjects, whether pupils are using the computers in the classrooms or the computer suite. However, occasionally, pupils' limited keyboard skills prevent them from completing work on the computer as quickly as they could.
122. Only four lessons in the subject were seen in Years 3 to 6 during the inspection so it is not possible to make a secure judgement on the quality of teaching in the school. However, teaching was good overall in the lessons seen and one lesson was very good. In the most effective lesson the teacher provided the right balance between direct teaching and opportunities for pupils to experiment and try out their ideas on the computer. The lesson was very well planned, taking into account pupils' different skills on the computer so that all pupils were challenged. She clearly demonstrated how pupils could locate a website to find out more about the Aztecs and showed them how to use the information they collected on slides for a presentation. The teacher made full and very effective use of the interactive whiteboard to enhance pupils' learning of historical evidence skills and to demonstrate the

key features of a presentation. Pupils behaved very well and made very good progress because the teacher had high expectations. The pupils found the lesson very interesting and challenging. In lessons seen in the computer suite the hard working and committed classroom assistant used her considerable personal computer skills to help pupils' learning and to provide good technical support for teachers.

123. All teachers have been provided with laptop computers. As a result they are developing their own computer skills very well and have gained confidence in teaching the skills to pupils. Teachers make very good use of the computer suite and this has proved a good investment. It is very well organised and each pupil can assess their own work on any computer so they do not waste time at the start of a lesson. Each computer has an extensive range of programs and there is a good range of other equipment such as scanners and digital cameras for staff and pupils' use. There are also computers in each classroom, which are used well to support all subjects. The computers in the Year 5 and 6 classrooms have access to the Internet which helps them in their research in other subjects.
124. The enthusiastic co-ordinators provide very good leadership. They use their considerable personal knowledge and skills very effectively to support colleagues. For example, they have provided training for colleagues in the use of digital cameras and scanners. They work very well in partnership with the support assistant and are committed to developing colleagues' knowledge and raising standards. One of the co-ordinators organises computer clubs in the lunchtime and after school so that pupils can practise and develop the skills they learn in the lessons. They know the strengths of the subject and have plans to develop the areas that need to be improved. These include more use of computers in the music curriculum and more opportunities for pupils to program the computer to control devices such as traffic lights. The support assistant has made a very good start to developing the school website which will provide parents and others with up-to-date information about the school and school life, as well as celebrate the achievements of the pupils.

## **MUSIC**

125. By the end of Years 2 and 6 pupils' attainment is in line with national expectations. The pupils, including those with special educational needs and those for whom English is not their first language, make satisfactory progress overall and good progress in singing. Standards in singing at the end of Years 2 and 6 are above those expected for pupils of their age. Teachers give pupils very good opportunities to perform music and sing in front of an audience. Standards have been maintained since the previous inspection.
126. Teachers plan work for the pupils in Years 1 and 2 following national guidance. This ensures that pupils' knowledge and skills build progressively. Pupils sing tunefully and clearly with some expression. With help from the teacher they can maintain their part when singing a round in four parts. A small group can sing a second part with the teacher whilst the other pupils maintain the main part. Pupils can identify high and low sounds and recognise changes in pitch. They know that the letters on chime bars are different notes and that the short chime bars make high sounds and long chime bars make low sounds. They can clap in time to a simple rhythm and swing their arms in time to a 'marching' tune. Evidence from pupils' work indicates that they can invent symbols for percussion instruments to compose their own tunes. Teachers give pupils satisfactory opportunities to listen to different types of music, for example at assembly times, though this is largely limited to a range of music from European cultures.
127. Teachers plan music lessons for pupils in Years 3 to 6 that effectively develop pupils' skills and knowledge. In Years 4 and 5 they sing with increasing awareness and control of pitch, breathing, posture and sound projection. They sing tunefully and confidently,

accompanied or unaccompanied by the piano. In Year 4 they can name several instruments in each section of the orchestra. For example, they know that the clarinet and flute are in the woodwind section. They can sustain a rhythm on percussion instruments at different speeds. There is evidence from pupils' work that teachers give them opportunities to listen to recorded music and say what the music makes them think about. For example, after listening to part of 'The Planets' by Holst, a pupil writes, 'I imagine a spacecraft ready to land then starting to spin and crash landing on the planet. I can imagine it hurtling down and then crashing'. In Year 4 pupils work in pairs to write simple lyrics and compose a tune for a jingle using, for example, a guiro and claves. By Year 6 pupils explain the meaning of several technical terms such as 'staccato', 'pitch', 'tempo' and 'phrase'. They name instruments of the orchestra and knew that Beethoven wrote symphonies for an orchestra. They can very clearly explain how they write the lyrics and the melody for a song and have a satisfactory understanding of notation. However, pupils in Years 5 and 6 have limited opportunities to use a computer to compose music.

128. During the inspection professional musicians, visitors to the school, led two of the lessons observed. As there was only one lesson led by a teacher there is not sufficient evidence to make secure judgements about the overall quality of teaching. However, the lesson seen was a very effective lesson. The teacher knew what she had to teach and pupils knew what they had to learn. She explains the importance of 'warming up' their voices and pupils repeat words quietly, gradually getting louder. The teacher uses precise vocabulary and pupils learn the terms 'dynamics' and 'tempo' because the teacher explains and demonstrates them very clearly. Pupils sing well because the teacher has high expectations of what they can achieve. They enjoy singing and behave very well because the teacher is very enthusiastic and has very good relationships with them.
129. Teachers provide pupils throughout the school with good opportunities to perform music, for example to celebrate Christmas and Easter. Every year all pupils take part in their year group musical production, which they perform in front of an audience. For example, the pupils in Year 4 sing tunefully and confidently, maintaining good rhythm and pitch when they performed the musical, 'Yanamamo'. All the pupils in Year 5 took part in, 'Is it Joseph?' and Year 6 pupils put on a special performance before they leave the school. Pupils are very keen to take part in the annual school production with about 120 pupils taking part. They give up their time to rehearse at lunchtimes and after school. Pupils take part in concerts, where recorder groups, choirs and pupils who have instrument tuition perform.
130. There are two choirs in school: one for the younger pupils and one for the pupils in Years 3 to 6. All pupils are invited to join the choir. They regularly practise a variety of songs including some that they will perform for the rest of the children in the school and for parents. During the inspection the younger pupils practised for the local music festival. They sang tunefully and with a good sense of rhythm, accompanying the singing with percussion instruments.
131. The enthusiastic co-ordinator provides good leadership and is committed to encouraging pupils' enjoyment of music and to raising standards in the subject. All teachers teach their own music to their class but the coordinator gives advice and, on occasions, he works alongside colleagues in the class. He promotes music very effectively in school by organising concerts and several special events for the pupils. The co-ordinator has a very clear understanding of the strengths and areas for improving the subject to raise standards further. These include developing pupils' composition skills, especially using information and communication technology. There is a good range of resources to support teaching and learning.



## PHYSICAL EDUCATION

132. Standards at Years 2 and 6 are in line with those expected nationally. This is the same as at the previous inspection. However, the quality of teaching during the inspection was good overall and because of this the pupils made good progress in their learning.
133. In Years 1 and 2 it was possible to see gymnastics and athletics being taught. The teachers plan for the lessons using a commercial scheme of work, linked to the nationally recommended scheme. Pupils were very keen to participate and they showed good levels of skill in moving on and around apparatus. At the beginning of lessons the pupils warm their bodies up before they start their exercise. They know that they have to warm up as it is dangerous to move quickly without first having done this. On the climbing frame the pupils use all the space well and they are confident when they climb on and through the bars. They have good awareness of space and move through hoops and over and under the plastic barrel and the vaulting boxes sensibly. In the athletics lesson the pupils were being taught throwing skills. The teacher gave good explanations of what she wanted the pupils to do and they listened attentively and as a result knew exactly how to improve their skills. They threw bean bags accurately into hoops and to each other in groups. Pupils were aware that the best throw was one that was accurate and could be easily caught.
134. In Years 3 to 6 pupils are taught well and make good progress. In a games lesson for Year 3 pupils, they were practising tennis skills. They were given good support by the teacher who encouraged them to work well together. Many pupils were able to hit the ball back to a partner with fairly consistent accuracy. Whilst satisfactory progress was made in this lesson, the skills were not developed as well as they could have been because the pupils were not taught to turn sideways when they hit the ball. In athletics lessons in Years 4 and 5 the pupils made good progress overall because they were taught well, particularly by the Year 5 teacher. In the Year 4 lesson the pupils were developing sprinting techniques. Well planned exercises showed the pupils that it was easier to start running from a standing position rather than lying on their backs or fronts. The Year 5 lesson was full of activity and because of this the pupils made very good progress in their learning. The relationships between the teacher and his pupils were excellent and because of this they worked very hard for him. After a good warm-up, they practised starting and running skills, leading towards getting a good stride pattern for running hurdle races. Pupils in Years 5 and 6 benefit from visits by the Hull City Football Club's coaching staff to develop their soccer skills. These sessions are very well organised and the pupils make good strides with their learning and development of skills. By the time they leave the school most pupils swim the required 25 metres.
135. The subject is well led by the joint co-ordinators. They share a clear vision for developing the subject. They monitor teachers' planning but, because of time constraints, they have not seen other teachers teach, so they are not fully aware of how well the subject is taught throughout the school. This limits their influence on raising standards in the subject. They have devised a good scheme of work to cover all elements of the subject, using a commercial scheme along with the Qualifications and Curriculum Agency's recommended scheme. As the school is the largest in the area, with good facilities, the co-ordinators have encouraged other schools to visit Hornsea for professional development training. There is a good range of activities organised for pupils beyond the normal school day. These include netball, football, hockey and many inter-school activities. Within the normal curriculum pupils have opportunities to engage in golf and bowls 'taster' sessions.

## RELIGIOUS EDUCATION

136. Pupils attain standards consistent with the requirements of the locally agreed syllabus. Teachers ensure that pupils with special educational needs are included in all classroom activities. They receive the help that they need and they make sound progress. Pupils for whom English is an additional language respond well to encouragement and support so that they make secure gains in their learning. Teachers consistently address challenging questions and occasionally more demanding tasks to higher attaining pupils, so that they make satisfactory progress in discussion and written work.
137. Pupils in Years 1 and 2 make satisfactory progress in developing self-awareness through topics such as 'Ourselves'. They learn about Christianity and are familiar with Bible stories, such as the Old Testament account of Noah. By the end of Year 2, pupils know the major feasts of the Christian calendar, including Christmas and Easter. They explain that Jesus was 'special' and recall episodes in his life, such as when he was lost, and stories he told, such as the 'Good Samaritan'. They find out about places of worship and visit local Christian churches, where the ministers' introductions and explanations successfully extend pupils' learning. Pupils begin to learn about Judaism. For example, they learn about Hanukah, the festival of light. They usually visit a synagogue but this has not been possible for the current Year 2.
138. Pupils in Years 3 to 6 extend their knowledge of holy books and writings from major world faiths. In Year 3, for example, a local Christian minister visits the school to tell stories from different religious traditions, particularly Christianity and Judaism. Her expertise and lively presentation successfully engage pupils' interest. They are keen to ask and answer questions and make good progress in the course of the lesson. Older pupils consider the qualities of a leader and learn about significant characters, founders, preachers and teachers from world faiths, including Hinduism. For example, Year 4 pupils act out the story of Rama and Sita. By the end of Year 6, pupils know that the Bible is an important book for Christians and know stories from both the Old and New Testaments. They are familiar with events in the life of Jesus, such as the events leading to Easter. They also have a more detailed knowledge of the daily life, customs, festivals and holy writings of major world religions, notably Judaism.
139. Pupils make satisfactory progress in exploring their feelings and responses to situations. For example, Year 6 pupils readily share their views on how they could deal with particular dilemmas posed by their teacher. These activities make a valuable contribution to the promotion of pupils' spiritual, moral, social and cultural development.
140. The quality of teaching is satisfactory. Planning includes opportunities for pupils to reinforce their learning through practical activities. For example, Year 2 pupils reinforced their learning about symbolism and celebrations focusing on light, by making their own Christingle. Teachers satisfactorily use the well-organised resources, including videos, to support pupils' work about Christianity and world religions. Pupils occasionally use their information and communication technology skills to extend their learning. For example, Year 3 pupils used the Internet to research holy books, including the Bible, Torah and Qur'an. Throughout the school, pupils are interested in the subject and readily talk about their current topics. In lessons they are keen to contribute but they also listen quietly when other pupils are speaking. They quickly settle to their work and collaborate well when required to do so. Pupils have regular opportunities to reinforce and extend their writing skills. For example, Year 2 pupils tell stories of Jesus in their own words. Throughout the school, pupils' written work is neatly presented and carefully illustrated. Teachers use questioning well to extend pupils' thinking and to check their understanding in lessons. Their progress is formally recorded each term as a basis for reporting to parents.

141. In most respects the co-ordinator provides good subject leadership and management. She attends available training and is committed to bringing about improvements. She monitors teachers' planning and painstakingly organises and oversees resources. However, she has no opportunities to observe teaching and to evaluate aspects of pupils' learning in the classroom. This reduces her ability to plan for improvement based on a thorough knowledge of strengths and weakness in the current arrangements.