

INSPECTION REPORT

GILBERDYKE PRIMARY SCHOOL

Brough

LEA area: East Riding of Yorkshire

Unique reference number: 117844

Headteacher: Mr M Alger

Lead inspector: Mrs L Brackstone

Dates of inspection: 12 - 14 July 2004

Inspection number: 256206

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 254

School address: Scalby Lane
Gilberdyke
Brough
Postcode: HU15 2SS

Telephone number: 01430 440668
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Appropriate authority: The Governing body
Name of chair of governors: Reverend S Foster

Date of previous inspection: 23 March 1998

CHARACTERISTICS OF THE SCHOOL

The village of Gilberdyke is located to the west of Hull and consists of a mixture of private and social housing. Gilberdyke is an average sized school. It caters for children aged 3 to 11 who are accommodated in nine classes, two of which have mixed age groups. There are more girls than boys. Most pupils come from Gilberdyke and some of the villages in the surrounding area. Very few of the parents have themselves experienced further education. Nearly all the pupils are of white British heritage. Although a small number of pupils come from ethnic minority backgrounds, none uses English as an additional language. The turnover of pupils during the school year is not high. There are 31 pupils with special educational needs, which include moderate learning difficulties, hearing impairment and behavioural issues. Three pupils have statements for special educational needs. The school achieved the 'Investors in People' award in 2000. Children start in the Nursery in the term after their third birthday. Attainment on entry is below average. The current headteacher has been in post for three years.

INFORMATION ABOUT THE INSPECTION TEAM]

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	English, The Foundation Stage, English as an additional language
11041	Mr M Moore	Lay inspector	
2229	Mrs D Hansen	Team inspector	Special educational needs, science, geography, history, religious education
30438	Mr R Guest	Team inspector	Mathematics, art and design, information and communication technology, design and technology, music, physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	23
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	42

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school**, with a caring and positive ethos, and strong links with parents. Standards in English, mathematics and science are well above average, largely because of the very good teaching in these subjects and the very good attitudes and behaviour of the pupils. The school is very well led by the headteacher. The curriculum is well planned, with stimulating opportunities for enrichment, and this enables all pupils to learn very effectively. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve high standards in English, mathematics and science.
- The headteacher's leadership is very good. Management of the school is good.
- The overall quality of teaching and learning is very good.
- The Foundation Stage Unit provides an excellent start to school life.
- The provision for the pupils' personal development is of high quality and underpins the pupils' very good attitudes and behaviour. Pupils are very well cared for and are fully involved in the life of the school.
- Curricular provision is good and the new building programme has ensured that the accommodation is of very good quality.
- Links with parents, the local community and other schools are good, but reports to parents are not sufficiently detailed.
- There is no consistent strategy for identifying and providing support for gifted and talented pupils.

Improvement since the last inspection is very good. All key issues identified have been remedied. In addition, there have been improvements in standards attained, the quality of teaching and learning and the leadership of the headteacher. The commitment of staff and the positive relationships between the school and its stakeholders mean that it has a good capacity to continue to improve.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	A*	A
Mathematics	E	B	A	B
Science	C	A	A	A

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils **achieve very well** and, by the end of Year 6, standards are well above average. Children start the Nursery with attainment that is below expected levels for this age. By the end of the Reception year overall standards are as expected nationally. This is because the quality

of teaching in the Unit is outstanding. By the end of Year 2, standards are above average in speaking and listening, reading, writing, mathematics and science. Pupils achieve well in Years 1 and 2 because the quality of teaching is good. Standards in Year 6 are well above average in English, mathematics and science, and pupils achieve very well, particularly in Years 5 and 6 where the quality of teaching is consistently of very good. These findings are broadly similar to the school's performance in the 2003 national test results as recorded above. Standards in information and communication technology exceed national expectations at the end of both Years 2 and 6. Standards in history and geography are as expected at the end of Year 2, but exceed expectations at the end of Year 6. Standards in religious education meet the requirements of the locally agreed syllabus at the end of Year 2, but exceed them at the end of Year 6. No judgements could be made on standards in other subjects.

Pupils' personal qualities are very good overall and their moral and social development is very effective. Their spiritual and cultural development is sound. Pupils have very good attitudes to their work; they are eager to please and keen to succeed. They are confident and all pupils work and play together happily. Behaviour is very good. Attendance rates are satisfactory, having improved significantly because of their strong promotion by the school. Punctuality is good.

QUALITY OF EDUCATION

The school provides a **very good quality of education**. The overall quality of **teaching and learning** is **very good**. It is excellent in the Foundation Stage. Teachers' subject knowledge is very secure, lessons are well planned and all pupils are fairly treated. Teachers have very high expectations of work and behaviour. The time available and the good quality resources are used successfully. Pupils are supported effectively by teaching assistants and homework is regularly set to reinforce knowledge and skills. There is one class for older pupils where the quality of teaching is consistently unsatisfactory. However, the headteacher is fully aware of this and is taking appropriate steps to deal with it. Assessment procedures are very good and used very well to help pupils know what they need to do to improve. The curriculum is well planned and the pupils have good opportunities to extend their skills and understanding in the arts, humanities and sporting activities. The school takes very good care of the pupils' welfare, health and safety and ensures that pupils' views are sought. The school has effective links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good; he has a very clear sense of direction and is committed to high pupil achievement. He has very carefully created a very good leadership team to overcome the weakness of one key member of staff. Co-ordinators for literacy, numeracy, science and the Foundation Stage Unit are particularly effective. The school is well managed. The governance of the school is satisfactory. Governors are supportive of the school, understand its main strengths and weaknesses, and ensure that all statutory requirements are met apart from some missing details in their annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school and are pleased with the job it is doing. A minority of parents raised concerns about bullying just prior to the inspection, but the team did not

substantiate them. Pupils are very positive about school life and were particularly complimentary about their teachers. For instance, one group explained to an inspector that '*all the teachers are nice and friendly - some are quite funny and make lessons interesting*'.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are as follows:

Take immediate action to improve the quality of teaching in the class where it is consistently unsatisfactory.

- Develop a clear strategy for identifying gifted and talented pupils and ensure that they are given appropriate provision within which their progress can be monitored.
- Improve the quality of the reports to parents and make sure that they are sufficiently detailed and suggest ways to help the children improve.

And, to meet statutory requirements, the governing body should:

- Include the necessary financial details in their annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are well above average by the time that the pupils leave school at the end of Year 6. In relation to their prior attainment on entry into school, which is below average, achievement is very good for all pupils, including those with special educational needs.

Main strengths and weaknesses

- Standards in Year 6 are well above average in English, mathematics and science.
- Standards in history, geography, and information and communication technology exceed national expectations by the end of Year 6.
- Standards in Year 2 are above average in English, mathematics, science and information and communication technology.
- Standards in Year 6 exceed those expected in the locally agreed syllabus for religious education.
- By the end of the Reception year, the children's personal, social and emotional development and creative development exceed the nationally expected level for this age group.

Commentary

Standards at the time of the last inspection

1. Attainment on entry was judged to be average and it was felt that the children made satisfactory progress in the Nursery and Reception classes. By the time they were ready to start Year 1 of the National Curriculum attainment was as expected for five year olds. Standards in Years 2 and 6 were judged to be average in English and mathematics. Standards in science were below average in Year 2 but average at the end of Year 6. Standards at the end of Years 2 and 6 meet national expectations. However, it was felt that a significant number of older pupils attained high standards in singing and the playing of musical instruments.

Standards in the national tests of 2003

2. In the national tests of 2003, standards at the end of Year 2, as displayed in the table below, were above national averages in reading and mathematics and average in writing. When compared with schools with similar numbers of pupils eligible for free school meals, standards were average in reading and mathematics and below average in writing. Since 2000 standards have been steadily improving and this is a reflection of the very good leadership of the headteacher and the improvement in the quality of teaching. From 2000 to 2003 the performance of girls in reading and mathematics has generally been better than that of boys.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
Reading	16.7 (15.3)	15.7 (15.8)
Writing	14.9 (14.3)	14.6 (14.4)
Mathematics	16.9 (15.4)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

3. The results of the standardised tests of 2003 at the end of Year 6, which are displayed in the table below, were in the highest five per cent of results nationally in English. Standards in mathematics and science were well above average. When compared with similar schools, standards were well above average in English and science and above average in mathematics. In relation to prior attainment in Year 2, standards were well above average in English and science and average in mathematics. Since 2000 standards have been steadily improving, as a result of the improved quality of teaching and very good leadership skills of the headteacher. The trend in the results has been above the national trend. Between 2000 and 2003 girls performed better than boys.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	30.5 (27.5)	26.8 (27.0)
Mathematics	28.9 (28.3)	26.8 (26.7)
Science	31.3 (30.5)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

4. Children start the Nursery with skills that are generally below what is expected for this age group. Speaking skills are particularly weak. However, because the Foundation Stage Unit provides an excellent quality of education and children with specific needs are very quickly identified, they make rapid progress in all areas of learning. By the time they are ready to start Year 1 of the National Curriculum, they have attained the expected levels in all areas of learning of the Foundation Stage curriculum³, whilst for creative development and personal, social and emotional development, they actually exceed them. Achievement through Nursery and Reception is good.
5. All pupils, including those with special educational needs, continue to achieve well in Years 1 and 2 because the quality of teaching is consistently very good. Consequently,

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age eleven is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

³ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or 'stepping stones', from which both progress and standards can be measured.

standards are above average in speaking, listening, reading, writing, mathematics and science by the end of Year 2. Achievement is good in Years 3 and very good in Years 5 and 6, where the quality of teaching is often excellent. As a result, standards at the end of Year 6 are well above average in English, mathematics and science.

6. Standards in information and communication technology, history and geography meet the national expectations by the end of Year 2 and exceed them by Year 6. Standards in religious education meet the requirements of the locally agreed syllabus at the end of Year 2 and exceed them by the end of Year 6. No other judgements were made on standards in other areas of the curriculum.
7. Pupils use their language and literacy skills well in Years 1, 2, and 3 to support other areas of the curriculum. These skills are used very well in Years 5 and 6 to promote their learning in history and geography. For example, Year 6 pupils used their literacy skills to find out about the Tudor period in history and then wrote about peoples' lifestyles during this time. They also used their writing skills to explain the investigations that they had made about their local environment in geography.
8. By Year 6, they are using their mathematical skills very competently. For instance, they use their calculators in science to work out problems and display the results of their experiments through the use of their data handling skills. The pupils' competence in the use of information and communication technology skills is good. This is evident in their word-processing skills when they produce their own poems and when they use spreadsheets to record information. Effective use is made of the Internet to seek out information for the different topics they study in subjects such as history, geography and religious education.
9. Pupils with special educational needs achieve as well as their classmates, because they are quickly identified and receive good support. They are particularly well supported in English and mathematics sessions, which means that they make good progress in relation to their prior attainment and often attain the expected standards for their age group. However, pupils who are gifted and talented are not as consistently identified as those with special educational needs and no specific details are kept of their achievement over time.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and behaviour. Their spiritual, social, moral and cultural development is very good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils' relationships with others are excellent.
- Pupils display excellent confidence and self-esteem.
- The school sets high expectations for pupils' conduct.
- Provision for moral and social development is very good.
- The school's actions to promote attendance are very good.

Commentary

10. Attendance has improved significantly over the past year and figures for 2004 are 95.6 per cent, which is satisfactory. The school's action to promote attendance is very good. A recently appointed attendance officer monitors attendance on a *'first day of absence'* basis. The school uses a computer program to monitor attendance and, as a result of these pro-active steps, it has greatly improved. Pupils understand the importance of punctuality and are ready to start lessons at the beginning of each day.
11. Pupils demonstrate very good attitudes towards all aspects of school life and express great interest and enthusiasm in their learning. This is because the school very successfully stimulates a desire to learn and promotes a thirst for knowledge. Pupils undertake classroom activities with enthusiasm and a sense of purpose. For example, a group of pupils explained to an inspector the importance of school. They *'could see the point of coming to school'* and felt that they would *'get bored at home'*. Pupils are very willing to participate in the very wide range of responsibilities the school offers. They help in all areas of the school, both in the classrooms and in the playgrounds. For instance, the older pupils willingly help the younger ones during the lunch break both in the dining-hall and outside. Older pupils are especially keen to play their part and very willing to take responsibility when given tasks by the school. For example, they supervise the *'Tuck Shop'* at break and act as monitors for a wide range of jobs around school. The older pupils also display maturity and enthusiasm and are pleased to assist staff in many ways. Relationships in the school between pupils and staff are generally excellent. This is because the headteacher and most of the staff set very good role models. Pupils contribute to *'Class Council'* discussions and those elected to the *'School Council'* provide help and useful information to staff on their classmates' views. They suggest, in a mature and constructive way, improvements to daily school life. For example, recent deliberations by the *'School Council'* have been effective in securing a much desired art club for the pupils.
12. The school has very high expectations of pupils' conduct and consequently is a well-ordered community. School rules have been drawn up in consultation with the pupils and they respect and adhere to them. The building has no graffiti or litter and there is no vandalism, and there were no exclusions in the last reporting year. Pupils treat their own and other people's belongings and school property with respect and care. The demeanour of the pupils is impressive; they are pleased to talk to adults and express their confidence in the staff and pride in their school. A small minority of parents stated that they felt bullying at school was an issue. Inspectors spoke to pupils and observed playtimes. A wide sample of pupils explained that there were occasional instances of bullying. However, all pupils interviewed knew exactly who had to be told about it and were confident that no pupil suffered under the hands of a bully. The playtimes observed were free from any bullying, racism or any other forms of harassment.
13. The overall provision made by the school for pupils' spiritual, moral, social and cultural development is very good overall. The cultivation of social and moral development is particularly strong and this has a very positive impact on the attitudes and behaviour of the school. Pupils' social development is encouraged very well by regular visits to places of interest and regular school visits. This fosters very good levels of respect and cultivates an understanding of the importance of being a responsible member of the community. Pupils' morals are promoted very well by the ethos of the school. The school's priority of putting children first helps generate the very good personal development of pupils and enables them to have a clear understanding of the difference between right and wrong.

For example, this is evident in the pupils' ownership of the 'Four Golden Rules of Conduct'.

14. The cultivation of the pupils' spiritual development is satisfactory. Themed assemblies, which are sometimes taken by the local vicar, enhance pupils' spirituality and visits to local places of worship take place. Time is also given for quiet reflection and this gives the pupils regular opportunities to reflect on their own actions and those of others. Cultural awareness is satisfactory overall. The school has arranged for a number of visitors, including an African drummer group, and is establishing links with a Zimbabwe School via a parent. The school is shortly to be included in the local comprehensive school cluster group for a multicultural awareness project. Pupils study the works of Picasso, Matisse and Cézanne and this helps them develop an understanding of European artists. English lessons are used to explore and appreciate the works of popular poets and pupils compare different lifestyles to their own in history sessions.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are of high quality. The school provides a good curriculum in Years 1 to 6, which is enriched by a wide range of visits, visitors, extra-curricular activities and an effective range of resources. The Foundation Stage Unit provides an excellent quality of education in an outstanding environment, which has very high quality resources. Pupils' care, guidance and support are very good and opportunities for pupil consultation are excellent. Links with parents, other schools and the local community are good.

Teaching and learning

The overall quality of teaching and learning throughout the school is very good. The procedures for checking pupils' work and tracking their achievement over time are very good.

Main strengths and weaknesses

- Teaching in the Foundation Stage is excellent.
- Teachers have very good subject knowledge.
- Teachers and other teaching staff enjoy very good relationships with the pupils, and ensure that all are treated fairly.
- Lessons are planned to ensure that the pupils acquire appropriate knowledge and skills.
- Teaching methods are very good and pupils are encouraged to work independently, making best use of the time and resources available.
- Teachers have very high expectations of behaviour.
- Pupils are very well challenged through the very good use of questioning and this helps them apply their skills to their learning.

- Teaching assistants are used well to support pupils.
- Homework is used well to reinforce knowledge and skills.
- Assessment procedures are very good and used very effectively to ensure that the pupils have a very clear understanding about how they can improve.
- The quality of teaching in one class is consistently unsatisfactory.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (11%)	15 (42%)	12 (33%)	2 (6%)	3 (8%)	0	0

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

Commentary

- At the time of the last inspection, most of the teaching was judged to be satisfactory. A significant minority of lessons were considered unsatisfactory. During this inspection, 85 per cent of the teaching was considered to be good or better, and over 50 per cent of lessons observed were very good or excellent. Although three unsatisfactory lessons were observed, these were confined to one class only, where the teaching lacked pace, sessions were not well prepared and weak use was made of the time available. The headteacher is aware of the weaknesses in this classroom and the inspection team were confident that appropriate steps were being taken to improve the situation. Generally, very good improvement in the quality of teaching has been made since the last inspection.
- The quality of teaching and learning in the Foundation Stage Unit is excellent. Staff have an excellent understanding of how these young children learn and provide very high quality activities for them. The sessions planned are of excellent quality and staff inter-act extremely well with the children. Basic skills are taught through a very interesting and stimulating approach.

Example of outstanding practice

Foundation Stage children are angered by a ‘health and safety visit’ where the official closes down their café.

The teachers were slightly frustrated that the role-play café area was continually being left in an untidy state. They pretended that a rather officious health and safety representative had visited their Unit and insisted that the café be closed down until further notice! The children were most incensed by this and decided to reply forthwith to this individual. They thoroughly discussed the problem with the Foundation Stage staff and were then encouraged to write detailed letters of complaint using the computer. This activity successfully promoted a whole range of skills and resulted in a clean and tidy café when it was eventually reopened!

- Most teachers in Years 1 to 6 have very good subject knowledge and work very hard to ensure that the pupils acquire appropriate knowledge and skills. They are extremely sensitive to the needs of each individual pupil. This also helps to build very good relationships and enables pupils to feel confident about expressing views and opinions. Teachers and their assistants also have a very relaxed and friendly rapport with each other and this has a positive impact on the achievement of the pupils. Good use is also made of humour to sustain the pupils’ motivation. Teachers and teaching staff ensure that pupils are treated fairly. For instance, one pupil was using crutches during the inspection, but all ensured that she was given the same access to the curriculum as her peers.

18. Lessons are thoughtfully planned and teachers make sure that tasks are modified appropriately to match pupils' varying stages of development. For instance, in a very good lesson for Years 1 and 2, the different activities for the varying ability groups were clearly evident from the teachers' plan. Lessons have clear learning objectives that identify new skills to be taught, and these are shared with the pupils. For example, this was evident in a very good Year 6 English session, where the teacher explained that by the end of the lesson they would be clear about different types of story openings.
19. Teaching methods are very good and staff encourage the pupils to work both independently and co-operatively. For example, when they discuss their work with their classmates, it provides them with good opportunities to acquire new skills. A good range of teaching resources is used, which motivates the interest of the pupils in their learning. For instance, very good use is made of individual wipe-over boards, which ensure all pupils are involved in the activity. Electronic whiteboards are used to provide presentations that motivate and interest the pupils. Resources in the Foundation Stage Unit are used excellently to promote the children's learning. For example, very stimulating role-play areas are set up to develop a wide range of skills, contributing to the children's social, communication, mathematical and creative development. Lessons generally move at a brisk pace, except in the class where the unsatisfactory teaching was observed.
20. Most teachers have very high expectations of behaviour and insist that all pupils must work hard at all times. This is very effectively achieved through efficient organisation. For instance, in the Foundation Stage Unit both Nursery and Reception children have a clear understanding of what is expected of them because they are given clear guidelines in which to work. Pupils are also challenged well through the very good use of questioning and this ensures that they are encouraged to apply their skills. This was evident in a very good Year 6 science lesson, where the teacher posed very challenging questions to the pupils about friction.
21. Good use is made of teaching assistants and other support in the classrooms to help pupils increase their understanding. For instance, assistants work very well alongside the class teachers and effectively interact with children. In fact, teaching assistants provide good support to the pupils they are working with even when the overall quality of teaching is unsatisfactory in the class. Homework is used well throughout the school to provide additional support for pupils' learning. In the Foundation Stage, and in Years 1 and 2, home/school diaries work successfully as a link between parents, carers and teachers. Pupils are given an appropriate amount of work to do at home, which is suitably based on learning spellings and reading activities.
22. The quality of teaching for pupils with special educational needs is good. These pupils are identified early and good measures taken to support them in class. Teachers and teaching assistants plan carefully to ensure that the learning is matched well to these pupils' individual needs. Progress towards well-defined and appropriate learning or behavioural targets is closely monitored. Pupils are fully included in all aspects of lessons. The special educational needs co-ordinator leads a well-trained and well-briefed team of teaching assistants who provide good quality support.
23. Procedures to check and track pupils' progress are very good. Pupils have a very clear understanding about how they can improve, because individual and group targets are clearly displayed in the classrooms. This is a significant improvement since the last inspection, when it was felt that assessment procedures were inconsistent. Pupils'

learning is checked regularly and teachers keep extensive records of pupils' attainment in all subject areas. This information is used very effectively to ensure that pupils are provided with work that is suited to their individual needs.

The curriculum

Curriculum provision is good and is enriched well by an interesting range of activities. The quality and quantity of accommodation and learning resources are very good overall.

Main strengths and weaknesses

- Provision, accommodation and resources in the Foundation Stage Unit are excellent.
- The development of pupils' personal, social and health education is very good.
- The curriculum is enriched by an extensive and varied range of visitors and visits, together with a good range of after-class activities.
- Provision for pupils with special educational needs is good.
- Very good accommodation for Years 1 to 6 is well used by staff to further pupils' achievement.

Commentary

24. There has been good improvement in the school's curricular provision. The provision for children in the Foundation Stage is excellent. Nursery and Reception children are based in a purpose-built Foundation Stage Unit, which has a safe and secure outdoor area, which is used as an integral part of the school day. The national Foundation Stage curriculum is closely followed and, because both the Nursery and the Reception children are in the same unit, their skills are developed progressively. The curriculum in Years 1 to 6 fully meets statutory requirements. The manner in which all pupils are effectively included in lessons, regardless of stages of learning, behavioural or sensory needs, is a strength of the school's provision. Nearly all teachers are making very effective use of national strategies for teaching numeracy and literacy, together with comprehensive schemes of work in other subjects. The school makes many good links between subjects and regular lessons in the computer suite ensure that information and communication technology is used to good effect to support other subjects, notably, during the inspection, mathematics and history. There is good development of speaking and listening by '*hot seating*' in history lessons, for example, where pupils talk and answer questions about specific topics.
25. There is very good provision for pupils' personal, social and health education. The school now has a full sex and relationships policy, which is an improvement since the last inspection. It has, in addition, paid full attention to drugs awareness and the '*School Council*' enables pupils to develop aspects of citizenship. Circle time in class is used well to promote personal, social and health education because the pupils are able to openly discuss views and ideas.
26. A good range of visits and visitors enhances the curriculum. The provision of after-school clubs, peripatetic music teaching and special days, such as inter-schools games days and a '*Viking Day*', bring a range of expertise to further pupils' achievement and enrich the curriculum. All activities, within the school day and the extra-curricular activities, are open to both boys and girls and this is a good improvement since the last inspection.

27. There is good provision for pupils with special educational needs and the school complies fully with the requirements of the code of practice. Pupils with disabilities or other specific learning difficulties are included in all aspects of school life and have full access to the rich curriculum. Pupils from ethnic minority groups are fully included into all aspects of school life. Individual education plans target their special needs so that learning is challenging and appropriate. Pupils clearly know their targets for learning and share them with adults. However, arrangements for identifying pupils with particular gifts or talents are not so well developed. Consequently, these pupils are not provided for within classes, or by extra activities such as music or sport.
28. Very good links exist between the school and the secondary phase of education. Pupils are effectively prepared for their impending transfer to a new school. Transition lessons are well constructed and engage pupils' interest. Throughout the school, pupils are being well prepared for later stages of education.
29. There has been good improvement in the school's accommodation and resources since the last inspection. Within the teaching staff there is a good balance of experience, expertise and youthful enthusiasm and drive. Most staff work well together to form an effective team and teaching assistants provide efficient support. Excellent accommodation for Foundation Stage children and very good accommodation overall is effectively used. The new computer suite, with an adjoining library, is deployed well to further pupils' attainment and achievement. The school is well aware that there are still two classrooms that do not match the high standard elsewhere in the school and have future development plans to rectify this.

Care, guidance and support

The school makes very good provision for pupils' care, welfare, health and safety. Pupils have very good access to well-informed support, advice and guidance. Involvement of pupils through seeking, valuing and acting on their views is excellent.

Main strengths and weaknesses

- The school has excellent ways of seeking pupils' views.
- The school has very good procedures to ensure pupils work in a healthy and safe environment.
- Induction arrangements for pupils are good.
- Pupils benefit from very high quality relationships and feel that there is always an adult available for them to talk to.

Commentary

30. Arrangements made by the school to ensure pupils' care, welfare, health and safety are very good. The headteacher is the nominated child protection officer and has received appropriate training, which has been passed on to all other members of staff. The child protection policy is relevant, comprehensive and implemented very thoroughly. The school has a large number of fully trained first-aiders and accidents are meticulously recorded. Regular health and safety audits take place and the site supervisor carries out a daily inspection of the buildings and grounds to ensure that the premises are as safe as can be. The fire alarm is tested at regular intervals and fire drills take place termly. Meticulous

records are kept and governors are kept well informed. If any problems are identified, remedial action is taken promptly.

31. The very good quality of relationships between staff and pupils, and very good monitoring systems, have a very positive impact on the very good quality of care and guidance pupils receive for pastoral concerns. Pupils have no qualms about turning to a member of staff for advice and help. The quality of support, advice and guidance based on academic monitoring is also very good, because of the very careful tracking systems. This means that pupils can achieve well because they know where they are and how they can be supported.
32. Staff listen to and act on pupils' views very conscientiously. The excellent relationships that exist in the school are helpful in this respect. Pupils responded very positively on this aspect in their replies to the pre-inspection questionnaire. The well-established '*School Council*' contributes strongly to this as well because of the involvement of pupils and the sense of ownership they have of it. There are numerous examples of changes initiated by the '*Council*' and pupils are enthusiastic about its potential.
33. The school is extremely well supported by the educational psychologist and other groups of people involved with the education, care and welfare of pupils with special educational needs. There are regular formal meetings with all agencies concerned with each pupil, and very good programmes are planned to support their specific needs. Induction arrangements for pupils are good. Parents of prospective pupils are given a welcome pack containing information, toys and early reading material. Nursery children commence their days in the Foundation Stage Unit on a staggered basis. Their parents are allowed to stay with them if necessary, although few feel the need to do so. As a result of these sensitive and well thought out induction arrangements, children make a good start to their school life.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are good.

Main strengths and weaknesses

- The provision of information to parents about the life of the school is good.
- The school has strong partnerships with local and inner city schools.
- Pupil reports are not sufficiently detailed and the annual governors' report to parents does not comply with legislation.

Commentary

34. Parents have positive views of the school and feel that it is well led and managed. The overwhelming majority of parents who responded to the pre-inspection questionnaire stated that their children like school, pupils behave well and they feel comfortable about approaching the school with concerns, teaching is good and their children are making good progress. A significant minority feel that they were not kept well informed on how their children were getting on and the school does not seek their views or opinions. The inspection team agrees with all the positive remarks made and to some extent with the negative views made regarding the information the school provides in the pupil reports.

35. The provision of information to parents is good. For example, the school holds three parent evenings per annum, one shortly after pupils have started the new school year, one in the spring term and one in the summer term. At each evening, parents have the opportunity to speak to staff and discuss their children's progress. Reports are issued annually; however, they do not fully describe what pupils have studied on a subject-by-subject basis and do not give targets for improvement. Additional information evenings are held for parents of Years 1 and 2 pupils to discuss the national standardised tests and to give information on drug awareness. Parent evenings and the weekly '*Celebration Assemblies*', to which parents of children who are to receive awards are invited, are well attended.
36. The school has good procedures to include parents through seeking, valuing and acting on their views. The school annually surveys parents to obtain their views and the headteacher makes himself available to parents at all times if they wish to discuss their children. A large number of parents help in school and this includes accompanying pupils on school trips, hearing readers, giving talks to pupils on their life experiences and helping in the Foundation Stage Unit. This has a beneficial effect on the pupils' learning. The school actively encourages parents to come into school and provides good information to them through regular newsletters, which are displayed on noticeboards and on the school's website. The governors produce an annual report. However, information regarding finance in it is unclear because no details are given about the school's income.
37. Links with the community are good. The school has strong links with the local church (the vicar is the chairperson of the governing body). The school uses the local Memorial Village Hall to provide concerts for the local community and pupils have designed a logo for the Village Strawberry Fayre. Pupils raise money for local charities including '*The Homeless and Rootless Society*' in Hull, which provides meals for homeless families in the community.
38. The school made a joint grant bid for the promotion of '*Sport in the Community*' with the Gilberdyke and District Leisure Association and has received sponsorship from a number of local companies. Senior citizens come into school to talk to pupils about their life experiences.
39. The school has strong links with inner-city schools in Hull and is also a member of a local cluster of seven local primary schools and one local comprehensive. Joint meetings are held to discuss policy and professional work and this has a positive impact on practice within the school. The local comprehensive school has specialist Technology College status and provides the school with regular technical support. The headteacher is a consultant leader to four East Riding primary schools and offers advice to them on raising attainment in school and good practice. This helps to raise the profile of the school within the local community.
40. Students come in to school from Selby, Goole and Hull Colleges of Further Education to work in the Foundation Stage Unit to obtain qualifications in early years provision. Students from the local comprehensive school come into school for work experience.
41. The school has good arrangements for the transfer of pupils. Year 5 pupils go to the receiving comprehensive school for technology lessons and induction procedures for Year 6 pupils are effective. For example, the Year 7 co-ordinator and special educational

needs co-ordinator from the comprehensive school come into school to meet pupils and discuss transfer arrangements with staff. As a result, all pupils make a good start to their secondary school life.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. Leadership of key staff is good. The school is well managed and governance is satisfactory overall.

Main strengths and weaknesses

- The headteacher has a very clear educational direction.
- Leadership by key staff is good.
- The school is effectively managed.
- Governors have a good understanding of the strengths of the school and are developing their role as '*critical friends*'.
- There are no links with teacher training institutions.

Commentary

42. The leadership of the headteacher is very good. He has extremely high aspirations for the school and promotes high standards in teaching, academic results, relationships and in the whole learning environment. For instance, he has worked systematically to rectify weaknesses in teaching by ensuring that the staff he employs are of the highest quality. The headteacher inspires the pupils, staff, parents and governors, because he has a very clear sense of purpose. For instance, he has been instrumental in the development of the new Foundation Stage Unit and has worked very hard to develop a more creative and inspiring curriculum in Years 1 to 6.
43. Leadership by key staff is good overall. The headteacher has skilfully developed a leadership team, which counteracts the weaknesses of a senior member of staff. The co-ordination of English, mathematics, science, and the Foundation Stage is very good. The subject leaders act as effective role models and have successfully shared their expertise with other staff. The special educational needs co-ordinator provides good leadership and management for the support of these pupils and is very well supported by the designated special educational needs governor.
44. Governance is satisfactory. The governing body have a good understanding of the strengths of the school. For instance, they know that they are fortunate to have high quality staff who really care about their pupils in a stimulating environment. They also are fully aware of the constraints that the building has had in the past and have shown good commitment to its improvement. The governors are able to be fully involved in shaping the direction of the future of the school, because they are kept well briefed by the headteacher. They are starting to challenge or support all issues raised because they are knowledgeable and informed. The governors have a good understanding of the principles of best value. They compare the results achieved by their pupils in relation to national and similar school norms. Parents are consulted over many issues, including the provision of school dinners and uniform, and competitive prices are sought for all initiatives. Most of the governors' statutory requirements are met. However, the governors do not provide

sufficient information about the financial details of the school in their annual report to parents.

45. The school development plan is a detailed document, which has fully identified appropriate focuses for the forthcoming year. The school carefully monitors the performance of the pupils and analyses its strengths and areas of weakness. For example, the school has been aware that over the past few years boys have not been achieving as well as girls. Consequently, this has been a focus for improvement, which has been very successful. Although the school has experienced budgetary difficulties over the past few years, which were inherited by the current headteacher, the commitment of staff and the very positive relationships between the school and its stakeholders mean that it has a good capacity to continue to improve.
46. Performance management systems are securely in place. Teachers have personal objectives that are linked to the continuing development of the school and include areas for individual development. Induction procedures for new staff are adequate and there are particularly good systems in place to support newly qualified teachers. There are no current links with initial teacher training institutions but the headteacher is aware of the importance of this and has plans in place to rectify this situation. The school is very fortunate to have a good balance between experienced and younger teachers. Retention of staff is not an issue and when any vacancies occur there are always a good number of applicants to choose from. The school has worked hard to establish systems that will balance the workload of teachers and they are well on their way to successfully implementing them.
47. Day-to-day administration of the school is efficiently organised by the school administrator. Not only are administrative affairs kept in very good order, but she also provides a very welcoming face to visitors arriving at the school. Financial management is very secure. The school administrator is also a governor and she keeps the finance committee up-to-date with details. The reason that a deficit budget was carried over to the next financial year was because the cost of the very successful building project was funded over two academic years.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	632,536
Total expenditure	640,548
Expenditure per pupil	2,577

Balances (£)	
Balance from previous year	1,206
Balance carried forward to the next	-6,806

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Provision for the Foundation Stage is excellent and has improved significantly since the last inspection. All children enter the Foundation Stage Unit in the term after their third birthday. They attend on a part-time basis until they are four, when they become full-time. Attainment on entry is variable, but generally children start Nursery with levels of attainment that are below those expected. This is slightly different from the judgement at the last inspection, but reflects a change in the demographic nature of the families whose children attend the school. However, by the time they are ready to start Year 1 of the National Curriculum, the children have attained the expected levels in all areas of learning, except personal, social and emotional development and creative development, where they exceed them. This is because the quality of teaching and learning is excellent, the curriculum provided is exceptional and the provision is led and managed in an outstanding manner. Improvement since the last inspection has been very good in all these aspects and in all areas of learning since the last inspection.

Example of outstanding practice

The headteacher is responsible for the vision that was required to establish this new purpose-built building, which accommodates both the Nursery and the Reception children together as one unit.

Staff have an excellent understanding of the needs of these young children and plan stimulating and exciting learning activities around a nationally recommended programme of work. Sessions are extremely well planned and the range of teaching styles used is outstanding. These include whole Unit sessions, discrete groups for learning specific skills and independent times for activities. The children learn through very high quality play situations. They are challenged through the very highest quality interactions and questioning skills are used extremely well to develop the children's acquisition of knowledge and ability. Their progress is very carefully checked and tracked and their achievement is monitored in detail. There are a very good number of adults employed in the Foundation Stage Unit who work closely as a team. There is an extremely good range of high quality resources and the safe and secure outdoor area is used very well as an integral part of the school day.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Activities are very well organised to promote personal and social skills.
- The quality of teaching is excellent.
- Achievement in this area of learning is very good.

Commentary

49. Children achieve very well in personal, social and emotional development, because teaching is excellent. This represents very good improvement since the last inspection. At first, the Nursery children use very simple language to explain their needs. However, as they progress and develop their personal skills the Reception children learn to express their needs better and manage their own personal hygiene. They also learn to undress and dress. They are full of glee when they explore new experiences or play in the 'night-

time' role-play area and are sensitive to the needs of their classmates. The Foundation Stage staff provide really high quality learning opportunities and ensure that the children's skills are developed consistently and progressively. Nursery children quickly learn to separate from their parents or carers and feel very safe and secure in the '*child-friendly*' environment. Reception children develop confidence as different problems are tackled and various challenges explored. For instance, the children learn to take part in both group activities and in whole Foundation Stage Unit sessions that include both Nursery and Reception children. This means that they need to take turns and share resources fairly. For instance, if the children choose to play in the outdoor area they know that they are required to wear a coloured band. If there are none available they then know that they must wait patiently until there is one free. In the '*Hot and Cold*' café area, the very well organised staff have made two sets of uniforms for '*waiters and waitresses*'. Consequently, the children also know that if both sets are being used then they will need to take wait for their turn. Another very high quality feature of the way in which the children's personal skills are developed is that '*snack time*' is left for them to decide when they would actually like their drink and fruit. This develops their independence very well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **excellent**.

Main strengths and weaknesses

- Teaching is excellent.
- Children are given many very good opportunities to write for different purposes.

Commentary

50. A number of children start Nursery with poorly developed language skills. Familiar words are used in isolation and supported by facial expressions and gestures. However, because of the excellent quality of teaching in this area of learning, they quickly build up their vocabulary and start to use simple sentence structures. By the time they are ready to start Year 1 of the National Curriculum, they interact well with each other. Most of their speech is audible and they listen carefully to each other. This was evident in the '*Hot and Cold*' café where the children listened to the '*orders*' requested by their older Reception peers, and then repeated them as they delivered the required food and drink to their '*customers*'.
51. When the children start Nursery, they listen to stories and quickly learn to handle books with care. They talk about favourite stories such as '*Goldilocks*'. They enjoy joining in with familiar phrases and retell stories in the correct sequence. By the time they have completed their Reception year, most children know that print carries meaning. They read from left to right and look at the pictures to help them identify the key words in the text.
52. Nursery children quickly learn from the older Reception children that when marks are made on paper, this represents meaning. On entry into the Nursery, the children lack confidence using paper and pencil. A lot of their pictures are '*scribble*' and very few can write their name. They are given high quality opportunities to experiment holding large pens and pencils, which they use to develop their skills in forming letter shapes. By the time they are ready to move onto Year 1 of the National Curriculum, many are able to

independently write short sentences. For instance, a small group of children wrote about what they did during the day and compared this with what they did at night. The children also make good use of the computer to develop their knowledge of letters, and practise writing for different purposes. This was evident when the children wrote to the '*health and safety officer*' who closed down their café for safety reasons. The children wrote short letters in reply to explain why they did not want their café to remain closed. For example, one child wrote '*I am verree agre bcs I wt the café ba. I wil cieq it vere clen*'. (I am very angry because I want the café back. I will keep it very clean). Another responded by explaining that she was '*sad cos th café has clzd*'. (because the café has closed).

53. The achievement of the children in their communication, language and literacy skills are very good. This is because the quality of teaching is excellent. Teachers plan a very comprehensive range of activities that ensure speaking and listening skills are encouraged. A very good range of resources is used to develop writing skills in an informal, but purposeful way. The enjoyment of books is nurtured from the start of Nursery and the children quickly learn to feel comfortable reading and sharing them with their parents, peers, and inspectors.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers plan highly interesting activities and children achieve very well.

Commentary

54. As soon as the Nursery children start school they are encouraged to show an interest in numbers. This is skilfully achieved through very good teaching where number work is made interesting and exciting. For example, their counting skills are reinforced through number rhymes and opportunities in everyday activities to use their knowledge. This was evident when the youngest children were encouraged to count the number of children in their registration group. Older children are encouraged to use their hands to count in '*fives*' and this gives them confidence to count up to 50. They use mathematical vocabulary such as '*repeating*' patterns and compare the weight of different types of trainers, using words such as '*heavier and lighter*.'

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **excellent**.

Main strengths and weaknesses

- Teaching is excellent.
- The accommodation and resources available help the children to achieve very well.

Commentary

55. Children start Nursery with limited ability to talk about significant things that have happened to them. They need lots of encouragement to express their feelings and, prior to starting school, have had minimal experience using construction toys. However, they achieve very well because Foundation Stage teaching is outstanding. All staff have an outstanding knowledge and understanding of how young children learn. The accommodation is excellent and this enables them to plan a very interesting range of activities that promote this area of learning. This helps the children to quickly start to show curiosity and ask questions about the world around them. They start to happily discuss events in their family and talk about what they are doing. The children use a range of tools, such as plastic building bricks, and experiment with sand and water. By the end of Reception, the older children enthusiastically investigate their environment, using all their senses to observe similarities, differences and patterns. For example, the children confidently compare opposites such as *'day and night'*, *'black and white'*, and *'hot and cold'*. They select appropriate tools for rolling soft dough, use forks and spades for digging in soil and join plastic *'waffle'* shapes to create small world models. Towards the end of their Reception year, the children become confident users of computers. For instance, they use a painting program to create pictures and play games, which reinforces their mathematical knowledge. The children develop a good sense of time and are able to recall the days of the week. More capable children talk about events that are planned ahead and involve adults in their plans. For instance, one particularly more capable child invited an inspector to a party. She explained the venue, the expected time of arrival and reminded the inspector that she should bring *'food, wine and her husband'*!

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Very good use is made of the outdoor area.
- Teaching is very good.

Commentary

56. The youngest children start to move confidently in and around the Foundation Stage Unit. They develop good spatial awareness as they walk around, both indoors and outdoors. Their co-ordination develops very well, because they are encouraged by the staff to use both large and small play equipment. For instance, inside, they use scissors with care and handle construction equipment with developing confidence. The children thread beads and roll, squeeze and twist malleable materials. They develop an increasing ability to manage zips, buttons and other fastenings. Outside, they travel over benches and confidently climb up small ladders. They move backwards and forwards and throw balls with developing accuracy. Teachers interact very well with the children and organise stimulating activities for them to develop their physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

Main strengths and weaknesses

- Teaching is excellent.
- Resources are excellent.

Commentary

57. Children's achievement is excellent in the Foundation Stage, because the quality of teaching is outstanding. When the children start school their creative skills are underdeveloped. For instance, pictures of their family members tend to consist of sticks for arms and legs and there are no recognisable features. However, they make very good progress with their creative skills and, by the end of Reception, standards exceed expectations. For example, the oldest children are able to paint self-portraits. They mix their own paints to create their flesh colour and hair. Features such as eyes, noses and mouths are carefully detailed. The children are given very good opportunities to look at the styles of different artists. This was evident in their work relating to Andy Goldsworthy where they copied his use of circles. They are given varied opportunities to practise their sticking and gluing skills using paper, card and glitter. The children also weave *'in and out and over and under'* with developing confidence. They gain excellent experiences to explore imaginary situations, through the very high quality opportunities provided by the staff. For example, they enjoy their role-play activities in their *'cafes, shops and theatres'*. The children's musical skills are developed through the availability of good quality musical instruments and the learning of simple songs, such as *'Hickory, dickory, dock'* and *'Twinkle, twinkle little star'*.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6.
- The quality of teaching is very good.

Commentary

Overall standards

58. In the current Year 2, standards are above average in speaking and listening, reading and writing. Standards have improved in writing since the national tests in 2003. Standards in the current Year 6 are well above average. This is a similar picture to the results of the national tests in 2003, but actually reflects an improving picture. This is because a significant minority of pupils have special educational needs in the current Year 6 class and the expected targets for this year group have been exceeded. In relation to prior attainment achievement is very good. Although during the past few years the results of the national tests have indicated a difference in the attainment of boys and girls, the school has worked very hard to rectify this. Consequently, there were no differences in the attainment of boys or girls noted during the inspection. Standards are much better than at the time of the last inspection.

Speaking and listening

59. In Years 1 and 2, pupils talk about a wide range of subjects with developing confidence. They discuss what they have been doing at school and explain what their favourite activities are. The pupils listen to their teachers carefully and take turns to speak during whole class sessions. They confidently work with partners to discuss issues. For example, in a very good English session the pupils discussed in small groups how they were going to create a story map of the tale of Goldilocks. By Year 6, the pupils have very effective speaking and listening skills, which are used to promote their learning. This was evident in a very good English session where the pupils took turns being '*angry*' with their '*working partners*'. They then described to each other how they had looked and what movements they had made to display their feelings. Their vocabulary was extensive and included such descriptive words such as '*glared*', '*screwed-up*' and '*eyes popping-out*'.

Reading

60. By Year 2, most pupils read independently and with expression. They use a good number of strategies to work out unknown words and confidently explain the context of the story to an audience. Pupils know the difference between storybooks and fact-books and point to the name of the author on the books they are reading. By Year 6, the pupils talk about a wide range of favourite authors, such as Michael Morpurgo, Jacqueline Wilson, and Jeremy Strong. They enjoy using the school library and are familiar with both fiction and non-fiction books. Both boys and girls read with fluency and good levels of understanding.

Writing

61. Pupils in Year 2 use their well-developed writing skills for a wide range of purposes. For example, they write letters and invitations to friends and create accounts of interesting visits out of school. The pupils make accurate use of sentence structures and include full stops and capital letters where necessary. They include lots of interesting words in their

writing, and spelling is generally accurate. For example, one more capable pupil wrote *'deep down in the forest lived a selfish crocodile'*. The writer then explained that this crocodile *'was mean, unkind, because he did not let any other animals in the lovely blue, glittering and shiny river'*. Poems are written using stimulating language, such as *'our class cat is big and fat, our class cat wears a funny hat, our class cat is black and white, our class cat saw a rat'*.

62. By Year 6, the pupils are writing very convincing letters produced in a formal style, which relate to a traffic survey. For instance, one pupil wrote with passion *'can you imagine a small child invisible between two cars, then suddenly darting out into what they think is a safe road, only its not!* They show a good knowledge of the use of metaphors, alliteration and imagery. For example, one pupil wrote about Autumn, which was described as *'the hot days strangled by his cold, pale, hands-bare skeletons of trees, bleaches their leaves, falling, making a red carpet as they land'*.

Teaching

63. At the time of the last inspection teaching was satisfactory overall; this has improved considerably and is now very good. One lesson of unsatisfactory quality was seen and the weaknesses observed included lack of pace and planning and poor organisation. However, generally teachers plan lessons well and usually keep pupils on task by ensuring that lessons move briskly from one activity to another. This was evident in a very good lesson in Year 1 and 2 where the teacher maintained the learning momentum by counting backwards from 10 whilst the pupils were carrying out a simple task. Teachers' management ensures that behaviour is very good. During group task sessions, very effective teaching assistants support small groups of pupils with learning difficulties very well. This means that their achievement is as good as that of others. They complete their tasks with enthusiasm and care. Although, sometimes they are not as skilful as others, for example, in forming their letters or writing sentences, their work is positively helping them to achieve their individual targets. For instance, this was evident in a very good lesson in Year 6 where the teaching assistant supported two pupils with special educational needs so that they could be fully involved in the session. An excellent lesson was observed in a Year 5 class, where the teacher's very high quality teaching helped to motivate a class of pupils who were obviously starting to feel jaded just before the end of a busy term. It was evident that the teacher had prepared this session very well and her choice of subject was extremely appropriate for her class.

Example of outstanding practice

Evaluating adverts for persuasive writing in Year 5 and creating slogans for advertising trainers.

The teacher really captured the pupils' interest when she asked her class to bring some shoeboxes for trainers from home. These young people were naturally very interested in the different types of trainers that their classmates had bought and shared their different features with enthusiasm. They explained to the teacher what the various logos meant and even the less capable pupils could describe the importance of an *'Adidas stripe'*, a *'Reebok cross'* or a *'Nike tick'*. This helped them feel confident and included in the lesson. The pupils were then asked if they could write some persuasive text that could be used for advertising some of the trainers on display. The teacher explained that the text needed to be stylish and really appeal to an audience. The pupils were really drawn into this challenge when the teacher skilfully built up their enthusiasm by asking if they were up for this! They talked animatedly in their groups and varying degrees of help were given to the less confident pupils. All were eager to share their slogans and advertising slogans as *'Run like a puma, charge like a bull'* and *'don't walk, but jump for the sky with Firetrack'*, were suggested. This lesson resulted in very good achievement for the pupils.

64. Throughout the school, teachers have very good assessment procedures in place and use them thoroughly. Teachers know their pupils well and have targets for individuals and groups, and marking is useful in helping pupils to see how they can improve. This means that dialogues take place, between the pupil and the teacher, where pointers for improvement are given to try out new ideas. This is very helpful in ensuring that pupils achieve the best they can and makes a significant contribution to pupils' good achievement.

Leadership and management

65. The leadership and management of the subject are very good. The co-ordinator is an outstanding teacher who provides an excellent role model to staff. She has a clear understanding of standards throughout the school and carefully monitors achievement over time. However, because of financial constraints she has not been able to evaluate teaching and learning throughout the school. Shortly after taking up her role as English co-ordinator she quickly realised that there was a significant shortage of resources. This was quickly rectified, as were all the weaknesses identified at the last inspection.

Language and literacy across the curriculum

66. Very good use is made of the pupils' language skills across the curriculum. They are developing a great deal of confidence as they adapt their writing skills to record a range of different information. This was evident in Years 1 and 2, where pupils used their writing skills well to record facts they have learnt about Zimbabwe in geography. For instance, one pupil wrote that the '*peapol in Zimbarberly use to cill the rinenoseros because they whant the horns*'. In history, Year 6 have written plays that depict life in World War Two, and have created biographies based on the life of Anne Frank. These activities support their literacy skills very well.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very good teaching ensures that pupils achieve very well overall.
- Effective use of information and communication technology ensures pupils have good opportunities for data handling.
- The use of numeracy skills across the curriculum is limited.

Commentary

Standards

67. At the end of Year 2, standards are above average and they are well above average at the end of Year 6. This is a similar picture to the results of the national tests in 2003, but actually reflects an improving picture. This is because a significant minority of pupils have special educational needs in the current Year 6 class and the expected targets for this year group have been exceeded. In relation to prior attainment, achievement is very good, including that of pupils with special educational needs and the more capable pupils.

Although during the past few years the results of the national tests have indicated a difference in the attainment of boys and girls, the school has worked very hard to rectify this. Consequently, there were no differences in the attainment of boys or girls noted during the inspection. Standards are much better than at the time of the last inspection.

68. By the end of Year 6, pupils show high levels of attainment. They use their mathematical skills well to solve addition, subtraction, division and multiplication problems. The pupils clearly understand the principles of probability and equivalent fractions. They have a good grasp of area and perimeter. Pupils in Years 1 and 2 accurately add and subtract two-digit numbers. More capable pupils recognise symmetry and confidently solve money problems. They are developing their understanding of the use of standardised measure to work out length and capacity. Mental work and table knowledge are secure throughout the school.

Teaching

69. The quality of teaching is very good overall. Most teachers make very good use of the '*National Numeracy Strategy*', which is supported by the selective use of a commercially published scheme. Teachers provide a good range of activities, which are well matched to pupils' stages of learning and are designed to promote their engagement and overall achievement. Consequently, all pupils are fully included in lessons. Learning objectives are frequently shared with the pupils so they know what is expected of them. Most teachers are very secure in their subject knowledge and give stimulating and challenging inputs. They have suitably high expectations of pupils' behaviour and performance. Teaching in Years 5 and 6 is consistently very good and these older pupils are given interesting investigations with which to use their mathematical skills. This was evident in a very good Year 6 lesson, where the teacher ensured that the pupils were engrossed in the session, because they had to represent numbers with a letter from the alphabet and then create a word for 1,000,000. This very good practical investigation ensured that all pupils were fully challenged, even at the end of their last term before transferring to secondary school. In a very good Year 5 lesson, the teacher's very quiet and calm management skills ensured that the pupils understood exactly what they needed to do to develop their mathematical skills. The impact of effective teaching is that pupils are eager to learn and respond very well to the tasks given. Mathematical vocabulary is well used. Teachers make good use of interactive whiteboards and personal computers to support their teaching. Teachers in the majority of classes mark pupils' work well. They provide the pupils with clear targets for improvement. One unsatisfactory lesson was observed where the teaching lacked pace, resources were not well organised and relationships with pupils were not consistent.

Leadership and management

70. Leadership and management of the subject are very effective. The co-ordinator is justifiably proud of the continuing rise in standards to which she is dedicated. Assessment procedures within the subject are very good overall. This enables the teachers to monitor the achievement of individuals and groups of pupils, modify curriculum provision, and set targets for learning. However, the monitoring of teaching and learning and the sharing of the very good practice in the school have not been possible because of budget constraints. The school is aware of this weakness and has put in steps to rectify it during the next academic year.

Mathematics across the curriculum

71. Mathematical skills are used very well in information and communication technology. Pupils' data-handling skills are developed well when they use graphs to support their science investigations. Pupils also use their numeracy skills successfully in history when they work out exactly how long ago the Vikings invaded England. They calculate the length of time Henry VIII was married to each of his six wives and use timelines to help them develop a sense of chronology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6.
- The subject is very well led and managed by the knowledgeable co-ordinator.
- There is a good focus on practical science, with plenty of opportunities for pupils to work independently.
- There is some overuse of worksheets.
- Good use is made of information and communication technology to support achievement.

Commentary

Standards

72. In Year 2, overall standards are above average. They have been well maintained since the teacher assessment tests in 2003. Standards in Year 6 are well above average and have also been well maintained at this very good level since the national tests of 2003. This is despite a significant minority of pupils having special educational needs in the current Year 6 class. In relation to prior attainment, achievement is very good. Although during the past few years the results of the national tests have indicated a difference in the attainment of boys and girls, the school has worked very hard to rectify this. Consequently, there were no differences in the attainment of boys or girls noted during the inspection. Standards are much better than at the time of the last inspection and there are now more opportunities for pupils to develop their own investigations, suggest ways to approach a problem or set up a fair test.
73. Pupils in Year 2 know *'which organs we need to be able to live.'* They use specific vocabulary such as *'heart', 'lungs', 'brain', and 'circulation of blood'* and understand the elements required for life to be sustained. The pupils discuss different types of materials and are able to explain about the life cycle of plants. They confidently record their work using a simple database format on the classroom computers. By Year 6, the pupils have good factual knowledge of the scientific topics they have studied. They distinguish between living and non-living things and have a clear understanding of microorganisms and their effect on food. They discuss important scientific details about the school environment, living things, and the earth and beyond. The pupils know how to devise a fair test and record their findings by applying their literacy and numeracy skills well. There are good opportunities for pupils in Years 3, 5 and 6 to undertake independent research

within a lesson. The application of their information and communication technology skills to the subject is good and includes the use of an electronic microscope and individual pupil files of work saved on computer.

Teaching

74. Teaching and learning are good overall. Lessons are well planned and teachers enable all pupils to be fully included in the learning. This is because of the thorough organisation of the lessons and is done by adapting the way that work is recorded by different groups of pupils. Teachers ensure that interesting teaching methods are used to maintain pupils' interest. For instance, in a Year 6 lesson the teacher used an interactive whiteboard to review the previous week's investigative session, which had involved working out the optimum temperature for bread to rise. Using graphical representations, the teacher used her questioning skills very well to ensure that the pupils knew how to establish accurate and reliable results from their experiments. During the conclusion to this lesson, the pupils were able to explain why one form of graphical representation would be unsuitable for recording their experiments and this indicated that achievement had been very good during this session. Good quality marking helps pupils to understand their errors in spelling and to correct any misunderstanding. However, in some classes too much use of worksheets limits pupils' experience of different ways of recording and presenting their work.

Leadership and management

75. The co-ordinator leads and manages the subject very well and gives positive support to teachers and teaching assistants. She is conscientious about her responsibilities and has undertaken further professional training to guide her role. The school uses its extensive grounds as an excellent resource for pupils to study natural science. Educational visits, including an exchange with the local secondary school, are used well to promote pupils' interest and learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards in information and communication technology are above average throughout the school.
- Good and often very good teaching is supported by teachers' good subject knowledge and high expectations.
- Good use is being made of interactive whiteboards.
- Pupils' information and communication technology skills are well used to support learning in other subjects in lessons in the school's very good computer suite.

Commentary

Standards

76. At the end of Years 2 and 6 standards are above national expectations and have improved since the last inspection. All pupils, including those with special educational

needs, achieve well. They are particularly enthusiastic about the work they do in the relatively new computer suite.

77. By Year 2, pupils are entering data into computers as an integral part of their science lesson on measuring body parts. They use paint programs to create paintings in the style of different artists and use their word-processing skills to write poems. Work sampled from electronically saved folders reveals that Year 6 pupils attain high standards in all their work, including sensing, control technology and data handling. The multi-media presentation developed by Year 6 pupils in connection with their history theme on Tudors is particularly impressive. Year 6 pupils also use the computer to display musical multi-media presentations, and insert hypertext links and import graphics to make their work interesting.

Teaching

78. The overall quality of teaching is good. All aspects of the National Curriculum are taught and lessons are well planned and relevant to pupils' needs. Teachers have a very good command of the subject. This results in pupils demonstrating high levels of knowledge and understanding and exhibiting sustained concentration on challenging tasks. In a very good Year 6 lesson, the pace of learning was fast because the teacher made high quality use of the interactive whiteboard. The questions were very challenging and high expectations were evident. Consequently, all pupils achieved very well in this lesson. Throughout the school there is good support for all pupils, including those with special educational needs.

Leadership and management

79. The experienced co-ordinator leads and manages the subject well. She has successfully overseen staff development and an increase in the quality of resources within the school. Having access to each individual file stored on the school's computer supports the assessment of pupils' work. She has ensured that the school's 'use of Internet' policy is appropriately applied. Software and other resources to support learning are being appropriately developed. Since the last inspection, the school has markedly improved its provision for information and communication technology by setting up a computer suite to support computers in classrooms. Some classes have touch-sensitive whiteboards, which are being well used to support pupils' learning and achievement. The computer suite is used for each class twice a week, one to support curriculum knowledge and learning, and the other to develop pupils' computer skills. This is effective in ensuring all aspects of information and communication technology are well taught.

Information and communication technology across the curriculum

80. Lessons observed in the computer suite and a scrutiny of pupils' work around the school, demonstrates good use of information and communication technology to support other areas of the curriculum, notably within art and design, mathematics, science and history. Mathematics, in particular, is well served by pupils undertaking much of their data handling work using computers. Younger pupils' simulation of work in the style of Kandinsky was of an above average standard in art and design.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 exceed those expected in the locally agreed syllabus.
- The planned curriculum does not ensure a logical progression of knowledge from class to class.
- Assessment is inconsistent and rarely helps teachers in their planning.

Commentary

Standards

81. Standards at the end of Year 2 meet the requirements of the locally agreed syllabus and have been satisfactorily maintained since the last inspection. Standards at the end of Year 6 exceed the expectations of the locally agreed syllabus. This is an improvement since the last inspection, when they were considered to be as expected. Pupils in Years 1 to 4 achieve satisfactorily. Pupils in Years 5 and 6 achieve well. Those pupils with special educational needs achieve as well as their peers.
82. By the end of Year 2, most pupils retell the story of Christmas and Easter and talk about well-known bible stories. They understand that each religion has its own special place of worship. By the end of Year 6, the pupils have a good knowledge of different faiths, including Christianity, Islam and Hinduism. For instance, they discuss a range of rituals such as weddings and funerals, and relate these to the different religions. They speak with growing understanding about areas that particularly interest them, such as different places of worship. Pupils show interest in the faiths and traditions they study, and demonstrate a mature and well-balanced approach to discussing similarities and differences in an unbiased way.

Teaching

83. The overall quality of teaching is satisfactory. Teachers have suitable subject knowledge and work hard to make lessons interesting and meaningful. Good use is made of questioning to maintain pupil enthusiasm. This was observed in a good Year 5 lesson, where the pupils were read an account of a young boy visiting a '*Mandir*', a Hindu temple. The pupils focused carefully on the text and listened attentively. The pupils empathised with the Hindu boy who went to his place of worship to present gifts to his gods in thanksgiving. Year 5 pupils then compared this to their school harvest festival, when gifts were taken to school to thank God and were then charitably distributed. Very good use of the interactive whiteboard was seen in a high quality lesson in Year 6, where pupils of all abilities had access to the interesting resources. However, a weakness in the quality of teaching is the lack of a whole-school system for assessing and tracking pupils' knowledge and progress as they move through the school.

Leadership and management

84. The new co-ordinator is committed to improving the profile of the subject. The planned curriculum draws on the local authority's agreed syllabus and includes opportunities for teachers to add school-based units of choice. However, there is no formal scheme of work so the progression of skills through the school is not clear. The co-ordinator is aware that this is a weakness and has plans to rectify it. She also understands that there is a need for her to have an overview of the overall quality of teaching and learning. She is keen to carry this out regularly in order to support staff and influence standards. The co-ordinator also has good plans for enriching the religious education content and improving resources. Good use is made of the parish church as a valuable educational resource. In Years 3 to 6, good cross-curricular links are made between geography and history and this has a positive impact on the standards achieved.

History

Provision in history is **good**.

Main strengths and weaknesses

- By the end of Year 6 standards exceed national expectations.
- Teaching is good.
- A programme of visits and visitors enriches the curriculum.
- Good links are made with other subject areas.

Commentary

Standards

85. Standards at the end of Year 2 meet national expectations and have been maintained at this level since the last inspection. Standards at the end of Year 6 exceed national expectations and this is a good improvement since the last inspection. Pupils in Years 1, 2 and 4 achieve satisfactorily. Pupils in Years 3, 5 and 6 achieve well. This is because the quality of teaching is of a particularly high standard in Years 3, 5 and 6 and pupil motivation is high. Those pupils with special educational needs achieve as well as their peers.
86. By the end of Year 2, pupils confidently discuss the lives of famous people and recall notable incidents, such as the '*The Great Fire of London*'. They also recognise the different types of transport that were used through the ages. By the end of Year 6, pupils have a good understanding of life during the Tudor times. They recount the difficulties faced in everyday life during World War Two and empathise with what it must have felt to be an evacuee. Pupils make use of appropriate vocabulary. They use their computer skills to search and locate information.

Teaching

87. The overall quality of teaching is good. Teachers ensure that pupils are motivated. They build well on their prior learning and achieve well in their knowledge and understanding. A good variety of methods are used to develop pupils' skills. For instance, good use is made of visits to places of interest and visitors to the school. This was evident when a 'Viking Day' took place during the inspection. This intensive day was used to teach factual information through the use of primary sources of information, role-play and by the handling of artefacts. The day also included a specially prepared lunch, which developed the pupils' empathy for life in the time of the Viking invasions. During the following day, the Year 3 teacher capitalised on this special day when she used interesting techniques to check pupils' knowledge and understanding of what they had learned and to see if they could apply it.

Leadership and management

88. Subject leadership and management are satisfactory. The subject has been planned according to the national guidelines and within a two-year rolling programme. The school is aware that this is not the best way to plan the teaching of the subject and plans to rectify it. Links with other subjects are a positive strength, especially in the use of literacy skills, information and communication technology and art and design. For example, research and presentation using computer skills are used well in Years 5 and 6 to support learning in history. Year 6 pupils use multi-media software to download portraits of kings and queens by famous artists to which they add informative text. They search for music, known to have been in existence in specific periods of time, and then combine both sets of information into individual slide presentations. Other pupils use a variety of sources including research packs, reference books, and the Internet. Time lines help pupils develop a sense of chronology. In Year 5, pupils illustrate aspects of their work using art and design skills effectively.

GEOGRAPHY

Provision in geography is **good**.

Main strengths and weaknesses

- By the end of Year 6 standards exceed national expectations.
- Good links are made with literacy and numeracy.
- Learning about geography contributes to pupils' spiritual, social, moral and cultural development.
- A range of educational visits enhances learning.
- Teachers teach geographical knowledge and skills well.

Commentary

Standards

89. Standards at the end of Year 2 meet national expectations and have been maintained at this level since the last inspection. Standards at the end of Year 6 exceed national expectations and this is a good improvement since the last inspection. In relation to prior attainment, overall achievement is good for all pupils, including those with special educational needs.

90. In Years 1 and 2, pupils learn about their local area. They satisfactorily map their routes to and from school, and consider methods of transport. They enjoy learning about life on the imaginary island of 'Struay' and compare life there to what they experience in Gilberdyke. By the end of Year 6, pupils know about different types of maps. They confidently identify contour lines and other symbols, and accurately describe their purpose. The pupils compare and contrast different locations, such as rainforests and cold climates, and describe the natural life that is found there. They know something of the world's mountainous, river and desert areas, and of how weather affects different parts of the world and communities. The pupils also identify landmasses and oceans.

Teaching

91. Teaching and learning are good. Teacher knowledge is good and geographical skills are taught well. Very good use is made of resources to ensure that all pupils are fully included in the lessons. This was particularly evident when the interactive whiteboards were used and these really motivated the pupils in their learning. An excellent lesson was observed in Year 6 where geography and history skills were very effectively linked together.

Example of outstanding practice

Year 6 pupils were fascinated when the teacher superimposed a map of the world from 1489 onto a modern map.

The teacher made excellent use of her challenging questioning skills. For example, she asked the pupils where America and Australia were on the map from 1489? Pupils replied that perhaps they had not been invented or created! In discussion with their teacher, the pupils discovered that the reason why these countries did not feature on the map was that at this particular time, not all people were aware that these countries actually existed. The teacher clearly had a real enthusiasm for both history and geography and this was conveyed to the pupils, who were highly motivated through the use of these excellent resources.

Leadership and management

92. Subject co-ordination is satisfactory and developing. Resources are used very well to stimulate the pupils' interest and these include residential trips and field study visits. There are structured assessment tasks in place for the end of specific study units. However, these are not used consistently across the school to inform planning for the next steps of pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in music; only one was observed in physical education and art and design, and two were observed in design and technology. Therefore, it was not possible to make an overall judgement about provision within these subjects.

93. Standards of **art and design** work on display throughout the school and the wealth of differing opportunities given to pupils in this subject indicate that they are provided with good opportunities to develop their skills. An impressive feature of provision is a study of the work of many different artists. Pupils' attempts to work in these styles are an effective feature of artwork. For example, the Tudor miniatures seen in Year 5 are very good and there is high quality three-dimensional work, sculpture, information and communication technology painting programs, textile work and sketching techniques. For instance, Pastel

studies of Van Gogh's sunflowers, the three-dimensional Viking masks, artist's visits to school to show models in clay and paper, Rangoli patterns, paintings of thoughts whilst listening to Elgar, and observational drawings of shoes are only some of the many examples of good artwork to be seen in the school. There is also photographic and display evidence of information and communication technology being used to further artistic knowledge.

94. Too few lessons were seen to make a full judgement regarding **design and technology**. In one lesson, very good teaching was observed with pupils designing and making slippers. They had designed, evaluated, made a prototype and were able to discuss these processes freely. Their partially finished slippers were of high quality. A review of work on display and a consideration of other work seen indicate that standards in design and technology are as expected in Years 2 and 6 and overall achievement is satisfactory. This is similar to the findings at the last inspection. The subject uses an appropriate scheme of work and is soundly led and managed. The co-ordinator has identified the need for further staff training to develop confidence and consistency in the subject.
95. No lessons at all were observed in **music**, but singing in assembly was judged to be satisfactory. Resources are satisfactory with a good range of pitched and non-pitched percussion. Taped music is used to good advantage to set the mood at the beginning of the school day, before assemblies and in some lessons. Visitors to school include the local vicar, who contributes musically to assemblies, and peripatetic music teachers to further enhance pupils' opportunities to learn. The school has four recorder clubs and pupils have the opportunity to participate in local music festivals.
96. The school actively promotes **physical education** and sporting activities. Little teaching of physical education was observed, but a full physical education curriculum, including swimming lessons, is appropriately planned. The school has a good hall and very good outdoor facilities, of which full use is made. A criticism of the last inspection was that too few opportunities were offered for pupils to engage in extra-curricular sporting activities. The school has rectified this very well. Pupils now have access to events with other schools in football, netball, bench ball, athletics and cricket.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **very good**.

Main strengths and weaknesses

- The caring school ethos supports pupils' personal development very well.
- Good use is made of visitors.

Commentary

97. The school quite rightly believes that personal, social and health education is an important part of its work. It has a very good policy, which is implemented through high quality teaching in discrete lessons. Good opportunities are provided for pupils to share feelings and discuss different topics relevant to their personal development. For example, regular '*circle times*' are carefully planned into the weekly timetable when pupils are given the opportunity to discuss different issues as part of a group. Pupils are encouraged to respect each other's feelings. Issues such as sex education, and alcohol and drugs misuse are appropriately taught through the science curriculum and in specific personal, social and health education lessons. This is a good improvement since the last inspection. External visitors are used effectively to support teaching of personal, social and health education, such as the school nurse and speakers from Dr Barnardo's.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

