

# INSPECTION REPORT

## **KNOTTINGLEY VALE JUNIOR AND INFANT SCHOOL**

Wakefield

LEA area: Wakefield

Unique reference number: 108177

Headteacher: Mrs L Maskill

Lead inspector: John Heap

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> November 2003

Inspection number: 256654

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	192
School address:	Ferrybridge Road Knottingley Wakefield
Postcode:	WF11 8JF
Telephone number:	01977 722485
Fax number:	01977 722485
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Paterson
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

Knottingley Vale Junior and Infant School caters for pupils between the ages of 4 and 11. It is situated in Knottingley, which is on the outskirts of Pontefract, West Yorkshire. This is a below average-sized primary school in England with 192 pupils on the roll: 93 boys and 99 girls. The roll has decreased a little in recent years. Children arrive at school reflecting the full range of attainment levels but, overall, the attainment on entry is well below average. Pupils are organised into seven classes. One class has a mixture of Year 5 and 6 pupils, whilst the rest are single ages. The pupils come from local residential areas which have signs of deprivation. Housing ranges from local authority estates to private dwellings. It is a school with low pupil mobility, and relatively high staff mobility in recent times. The most significant change since the last inspection is that the reception class is taught by a nursery nurse, whereas it was a teacher at the time of the last inspection. The low numbers of children entering the reception class means that the school does not have the money to employ a teacher. The deputy headteacher is responsible for the work in the class. Most pupils are white with a very small minority from Indian and Caribbean heritages. Nineteen per cent of pupils are entitled to free school meals, which is around the average. Seventeen per cent of pupils are on the list of special educational needs, the range of needs include specific, moderate and severe learning difficulties, behaviour and communication impairment. This is around the national average. One pupil has a statement of special educational needs. One pupil has been identified as being gifted and she is being taught in a class of older pupils. The school is involved with the following initiatives:

- Leadership Development Strategy (LDS)
- Head mentoring other colleagues in LDS.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	J Heap	Lead inspector	English Information and communication technology Design and technology Physical education
19344	J Overend	Lay inspector	
30559	K Johnson	Team inspector	Mathematics Art and design Music Religious education Special educational needs
30243	C May	Team inspector	Science Geography History The Foundation Stage

The inspection contractor was:

Primary Associates  
Suite 13 West Lancs Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancashire  
WN8 9TN

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>3</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>6</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>12</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>14</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE 13</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2 15</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school with many very good features. This judgement is similar to the one at the time of the last inspection and supported by the parents and pupils. Overall, standards are above average in Years 1 to 6 and pupils' achievement is good because of the good and, often, very good teaching. Leadership and management of the headteacher are good and the governors show satisfactory leadership. The school gives good value for money.

The school's main strengths and weaknesses are:

- In the 2002 national tests for 11-year-olds, standards were above average in mathematics and very high in science;
- Standards in history are above average and pupils achieve well;
- Very effective provision for pupils' personal development leads to very good attitudes and behaviour and the excellent relationships;
- The quality of teaching in Years 1 and 2 is very good;
- Links with parents and the community are very good;
- The headteacher provides good leadership and management;
- Pupils are well cared for and this is much appreciated by pupils and their parents;
- There is insufficient use of information and communication technology (ICT) skills across the full range of subjects taught;
- The governing body is not rigorous enough in its evaluation of the school's work;
- In the reception class, standards and achievement are satisfactory but could be higher;
- Attendance is well below average.

There has been good improvement since the last inspection. The school has maintained most of the strengths identified in the last report and improved the areas identified as the key issues: standards in English and ICT; judging and recording pupils' levels of attainment and pupils' annual progress reports. However, provision and achievement in the reception class are not as good and insufficient progress has been made.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	E	C	C
mathematics	A	D	B	B
science	A	A	A*	A*

*Key: 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.*

Overall, pupils' **achievement is good**. Children enter reception with levels of ability that reflect the full range, but are low overall. Children achieve satisfactorily and by the time they enter Year 1 most children will meet the goals they are expected to achieve by this age in personal, social and emotional development, communication, language and literacy, mathematical, physical and creative development. By the end of Year 2, standards are above average in writing, reading, mathematics and science. This represents good achievement for most pupils starting from a low base. By the end of Year 6, standards are broadly average in writing and above average in reading, mathematics and science. Pupils achieve well in Years 3 to 6. Pupils with special educational needs make good progress towards the targets set for them. Standards in basic English skills are good, and high enough, in Year 6. In the 2002 and 2003 national tests, there was little difference in the performance of girls and boys. Standards in ICT are average. Pupils identified as being gifted are well challenged in lessons and make good progress towards their targets. Standards in religious education meet the

expectations of the locally agreed syllabus. Standards in history are above average and achievement is good. Early indications from the 2003 results for 11-year-olds show disappointing proportions of pupils gaining the above average Level 5 in science and mathematics. Across the school, pupils from ethnic minorities and those who are 'cared for' make similar gains as their peers in the school.

Overall, pupils' personal development is **very good**. Provision for pupils' spiritual, moral, social and cultural development is very good. The particular strengths are the very good attitudes and behaviour and the excellent relationships that are fostered. Pupils like school, but attendance is unsatisfactory.

## **QUALITY OF EDUCATION**

Overall, the quality of education is **good**. The quality of teaching and learning is **good**, but there are inconsistencies. The best teaching is in Years 1 and 2, where inspectors observed many very good and occasional excellent lessons. There are examples of outstanding practice, particularly the literacy work in conjunction with parents. In Years 3 to 6, the overall standard is good but there is a small amount of unsatisfactory teaching. In reception, the quality of teaching is satisfactory with room for improvement. Provision for pupils with special educational needs is good. They make good progress towards meeting the targets set for them.

Overall, the curriculum is good. It is strongest in Years 1 to 6. Although the provision for reception children is satisfactory there is room for improvement. Across the school there are good opportunities for enrichment. A weakness is the lack of use of ICT skills to further learning in the full range of subjects. The steps taken to ensure pupils' care, welfare, health and safety are good and a particular strength is the development of very good and trusting relationships with adults. Links with parents and the community are very good. There has been a significant improvement in the quality of pupils' annual progress reports. The school has good links with other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are **good**. The headteacher provides good leadership and a clearly articulated vision for the school that embraces strong academic and caring values. She is well supported by key staff who successfully manage subjects and show initiative. The work of the governing body is satisfactory. They are supportive and check closely on their financial and building functions. However, their role as evaluators of the school's work is weakened by the lack of a clear set of aims for the school that can be measured and evaluated.

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

Parents and pupils have very positive views of the school. Parents are particularly happy about standards, teaching, care and management. Pupils enjoy the school and are proud of its achievements. They find lessons to be well prepared, challenging and interesting.

## **IMPROVEMENTS NEEDED**

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

- Teaching, standards and achievement in the reception class;
- The use of ICT across the full range of subjects;
- The governors ability to evaluate provision and standards in the school;
- Attendance.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, achievement is **good**. This is because pupils make significant gains over time, from the low standards on entry to the above average standards at 11 years. However, achievement in the reception class is satisfactory. Results in national tests have been rising until 2003 when fewer pupils in Year 6 managed to achieve the above average Level 5. However, there is ample evidence that this class endured significant disruption over several years due to staff changes and absence. Targets for this year show a return to former levels. In relation to the work seen, in Years 1 to 6, the overall picture is similar to the findings of the last inspection. However, national test scores at the age of 7 have improved since the last inspection. Parents attending the meeting with inspectors and those returning questionnaires are pleased with standards and the progress their children make.

#### Main strengths and weaknesses

- Higher attaining readers have very good skills;
- Achievement in writing is good;
- Standards in mathematics are above average and achievement is good;
- Standards and achievement in ICT could be higher if there were greater use of ICT skills in other subjects.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2002*

Standards in:	School results	National results
reading	15.9 (15.5)	15.8 (15.7)
writing	15.4 (15.3)	14.4 (14.3)
mathematics	16.6 (16.3)	16.5 (16.2)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

1. In relation to the average points scores in the above table, standards are average in reading and mathematics and above average in writing. The proportion of pupils attaining the higher Level 3 was average in reading and mathematics and well above average in writing. Teacher judgements show average attainment in science. Over 3 years, results in reading were average. Results in writing and mathematics were above average. There was no significant difference in the attainment of boys and girls. National trends have remained steadily rising. The school has been steadily improving since its low in 1998 and particularly good results were achieved in 2000.

##### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	27.4 (24.9)	27.0 (27.0)
mathematics	27.9 (25.8)	26.7 (26.6)
science	31.9 (29.8)	28.3 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

2. On the basis of the average points scores in the table above, standards are average in English, above average in mathematics and very high (top 5 per cent of schools) in science. Based on the results of the same group of pupils at the age of 7, improvement in English is average, above average in mathematics and very high in science. The proportion of pupils attaining the higher Level 5 was average in English and mathematics and very high in science. Over 3 years, results are above average in English and mathematics and well above average in science. The trend is inconsistent but overall, is similar to the national trend. There was no significant difference in the attainment of boys and girls in English and mathematics; however, boys do better than girls in science.
  
3. Early indications of children's levels of attainment show that they enter reception class with below average standards. By the end of reception, the majority of children reach the expected goals in personal, social and emotional development, communication, language and literacy, physical and creative development. There is insufficient evidence to make a secure judgement about mathematical development or knowledge and understanding of the world. Overall, children's achievement is satisfactory. This is not as good a picture as that reported at the last inspection. However, at that time, there was a teacher in the class full time.
  
4. By the age of 7, overall standards are above the nationally expected level. Achievement is good and pupils are working at, or near, their capabilities. The main reasons for this are:
  - the very effective and, often, innovative teaching in Years 1 and 2;
  - pupils' very good attitudes to learning, that promote higher productivity and interest in their learning.

In English, standards are at the nationally expected level in speaking, listening and writing and above the nationally expected level in reading. However, the work in books shows good achievement in writing since September. In mathematics and science, standards are above the nationally expected level and this judgement is in line with national test results. Achievement is good, owing to:

  - good matching of work to individual pupils;
  - improvements in pupils' skills and strategies when doing mental arithmetic and practical science.
  
5. By the age of 11, overall standards are above average and achievement is good. The main strengths are:
  - very accurate, fluent and expressive higher attaining readers in Year 6;
  - the application of skills, knowledge and understanding to mathematical problems and investigations;
  - pupils' skills in questioning, investigating and reporting their scientific findings.
  
6. Achievement in Years 3 to 6 is good because of:
  - good teaching, that is based on the accurate matching of pupils' work to individual pupils;
  - the setting up of groups in Year 6 for English and mathematics that match their prior attainment. This means that pupils are challenged at the appropriate level;
  - the marking of work and target setting for individuals is good.
  
7. In ICT, standards are average and achievement is satisfactory at the ages of 7 and 11. This is an improvement on the findings of the previous inspection because of good developments in resources and staff expertise. Standards and achievement could be higher if there was greater use made of ICT skills in other subjects.
  
8. In religious education, standards meet the expectations of the locally agreed syllabus and achievement is good. Overall, pupils' knowledge and understanding of religions are stronger than what they learn from them.

9. In the other subjects, standards in history and singing are above average and achievement is good. There was insufficient evidence to make secure judgements about design and technology, geography and physical education.
10. Pupils with special educational needs make good progress and achieve well in relation to their prior abilities. The school provides extra support for pupils as soon as there is cause for concern. This intervention is sometimes effective in that pupils remain on the special needs list for only a short time because specific difficulties are dealt with at an early stage. Where there are more significant difficulties individual education plans are used effectively to plan for and track pupils' progress. Pupils contribute to their own learning by helping to identify what they need to do next. This is taken into account when setting targets. Consequently learning targets are relevant, manageable and lead to good progress.

### **Pupils' attitudes, values and other personal qualities**

Attendance is **unsatisfactory**. Punctuality is very good. Pupils' attitudes and behaviour are **very good**. The provision for pupils' spiritual, moral, social and cultural development is **very good**. These findings are very similar to the last inspection report. Parents praise the work done by the school. However, a very small number of parents are concerned about behaviour and bullying.

### **Main strengths and weaknesses**

- The pupils' punctuality is very good, allowing the school to ensure a very efficient start to the school day;
- Pupils have very good attitudes, behave very well and form excellent relationships with each other;
- Pupils' spiritual, moral, social and cultural development are very actively promoted.

### **Commentary**

11. Attendance is unsatisfactory because the trend over the last few years has been downwards. The amount of authorised absence has increased by one per cent for each of the last three years, including 2003. Analysis shows that much of the absence is connected to annual holiday entitlement. The school is concerned about this and has put in place a range of procedures to promote good attendance and punctuality, and parents are made well aware of these. There are also very close links to the educational welfare officer to support the school's systems. Punctuality is very good because the children love coming to school. They find the school to be very friendly and the lessons and other activities very interesting.

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.8	School data	0
National data	5.4	National data	0.5

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

12. Pupils show very high levels of interest and motivation and are extremely willing to show initiative and responsibility. This is seen in the Year 6 pupils as they act as prefects and 'buddies' to the younger children. They provide very good role models for the younger children. Pupils are proud of their school and enjoy the opportunities they have to share their views with adults. Confidence and self-esteem are very high because they know they are valued members of their community.

13. Although a significant minority of parents have some concerns about bullying, none of the pupils interviewed have any worries and no incidents observed that caused any concern. Playtime and lunchtime are very orderly, amicable and very well supervised. The school sets very high expectations for pupil conduct and its policies to achieve these are consistently applied by all staff. However, there were 7 fixed-term exclusions last year and these were the responsibility of three boys who have now left the school. The headteacher considers that the circumstances were unique and that nothing like it has happened before or since. Inspectors agree that the school does have high standards and staff are insistent on good behaviour. The reward systems are very popular with the pupils. The school council further empowers them to voice concerns and have a say in the school community. These achievements are made possible by the excellent relationships in the school. A noteworthy feature of the behaviour is the pupils' good manners. Pupils are eager to hold doors open for each other as well as for visitors and look for other ways to be helpful. All pupils benefit equally from the relationships that are forged.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	194	7	0
Asian or Asian British - Indian	2	0	0
Black or Black British – Caribbean	3	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

14. Pupils' personal development is very actively promoted by the school. Their spirituality is fostered during assemblies when they are encouraged to reflect about relationships with others and this leads very clearly to the respect they have for adults and peers in school. Music, art and literature are strong features of the curriculum and provide moments for thought and reflection such as why 'Rainbow fish' had no friends (Year 2) or appreciating the kind of music which might be heard in parts of India (Year 5). Social and moral development is firmly rooted in the expectations and ethos of the school. All adults provide excellent role models and actively promote strong moral values. Consequently, pupils know the difference between right and wrong and make decisions about their own codes of conduct, which they follow rigorously. Relationships within the school are excellent.
15. Provision for pupils' cultural development is very good. Pupils are taught the richness and diversity of cultural backgrounds outside of their school. For example, in religious education lessons they learn about the festivals and cultural traditions of world religions such as Sikhism, Islam and Judaism as well as Christianity. In addition pupils are led to a balanced view about diversity in society by, for example:
- listening to stories from Africa;
  - studying and copying aboriginal art;
  - listening to music from different lands.
- Pupils' appreciation of local culture is extended successfully through visits to places of historical interest, sculpture parks and residential visits.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, provision is **good**. The quality of teaching and learning is **good** and often very good. The curriculum is **good**. The school takes **good** care of the pupils. The links with parents and the community are **very good**.

## Teaching and learning

### Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (35%)	14 (41%)	6 (18%)	1 (3%)	0 (0%)	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.*

Overall, the judgement on teaching and learning supports the positive views of parents. Of the lessons observed, almost eight out of ten were good or better and half of these were very good or better. However, the overall judgement cannot be higher because the quality of teaching and learning is inconsistent, it is satisfactory in reception class, very good in Years 1 and 2 and good, overall, in Years 3 to 6.

### Main strengths and weaknesses

- Teaching of pupils with special educational needs is good;
- Excellent initiative for teaching literacy with the assistance of parents.
- The quality of teaching in the reception class is satisfactory, but ought to be better.

### Commentary

16. In reception, teaching and learning are satisfactory. The vast majority of the teaching is done by a competent nursery nurse, who is supported in the planning of lessons by the deputy headteacher. Occasionally, some activities go on for too long and there are too few opportunities for children to develop their independence and learn from making their own choices. However, the best work observed during the inspection was done by a visiting author and puppeteer who engaged the small number of children in the class in some good, creative puppet making and in speaking and listening activities. It was noticeable that the nursery nurse provided very good support for the visitor and appeared to be at her most comfortable in these sessions. Nevertheless, the children are provided with opportunities to make progress in all areas of their learning.
17. In Years 1 and 2, none of the lessons observed was less than good and around one-third of lessons were very good and excellent. The excellent lesson is a very fine example of inspirational, innovative and gainful partnership with parents:

One morning each week, in the Year 1 class, at least a dozen parents and other family members join in a literacy session. For the first part of the lesson they watch the teacher working with the pupils. The presence of the additional adults means that the children are very eager to answer and show what they know, understand and can do. The teacher then explains the individual tasks and the adults are directed to the different tables to join the children.

The children share reading books with 'their' adult who then supports them as they complete their individual work. This part of the lesson is delightful, adults and pupils alike are animated and clearly both parties gain a great deal from the experience. The teacher is freed to observe, support and praise so that everyone feels valued and successful. Adults stay for the plenary session and then quietly depart. In discussion with parents afterwards all commented on how much they have learned. They find the experience so rewarding that regular attendance is high on their list of priorities. One father said that sometimes he started work later rather than miss the session.

18. Other strengths in the teaching include:
- teachers' knowledge and understanding of the subjects they teach;
  - very good planning that leads to high expectations;
  - very good judging of pupils' levels of attainment, so that the staff are highly focused on how best to help and guide pupils.
19. In Years 3 to 6, almost half of the lessons observed were very good and almost a quarter were satisfactory, and one lesson was unsatisfactory. The very good elements in the teaching are:
- teachers' planning. For example, in a Year 5 literacy lesson about analysing a novel's text the teacher carefully led pupils to evidence without providing them with all the answers. She cleverly provided the pupils with the tools to make discoveries;
  - usually high expectations. For instance, in a Year 6 mathematics lesson, the vast majority of this higher attaining group of pupils were expected to employ accurately their various strategies to find the product of several numbers. Furthermore, when the lesson moved on to the plotting and interpretation of co-ordinates, pupils' showed a good understanding of negative numbers;
- In addition, there are general strengths that include good management of classes, effective use of time and the setting of homework that reinforces learning. In most classes marking is good and the link with setting individual targets is very helpful to pupils. It clearly informs pupils about how well they are moving towards their goals. The unsatisfactory lesson was seen in a Year 3 physical education lesson, where the main weaknesses were:
- slow pace and low level challenge;
  - weak behaviour management.
- However, the same teacher also taught good lessons.
20. Management is clear that there are inconsistencies in teaching and expects to overcome them through continuing with the rigorous checking of quality, performance management procedures and professional development. It is not unreasonable to expect some inconsistency given the changes in staffing and the inexperience of some teachers. In fact, some of the weaker teaching in reception class and Year 3 is directly linked to inexperience on the part of those members of staff.
21. Teaching provision for pupils with special educational needs is good. Pupils are mostly taught in small groups within classes but may be withdrawn for more specific one-to-one tuition in order to boost basic skills. Teaching assistants who take groups are skilled at providing good support, sensitive to pupils' needs and contribute well to their learning. Pupils who are particularly talented are also supported well, for example, by working with older pupils so that skills are more challenged.

## The curriculum

The curriculum is **good**. It covers well all the required National Curriculum subjects in Years 1 - 6 and is made more interesting by a **good** programme of activities that enrich the provision. In the reception class the nationally required curriculum is fully represented and there is a good programme of enrichment activities. The teachers are **well** matched to the demands of the curriculum and they are supported well by a **good** range of resources and **advantageous** levels of teaching assistance. The strengths identified in the previous report have been maintained.

## Main strengths and weaknesses

- The school provides well for pupils with special educational needs;
- Personal, social and health education and citizenship (PSHCE) is good;
- Some innovative additions enhance the basic curriculum;

- The level of teaching assistant staffing is good;
- Accommodation and resources are generally good;
- The building of the new nursery currently in progress has temporarily deprived the reception class pupils of a discrete outdoor play area;
- A good programme of activities outside lesson time enriches pupils' learning.

## Commentary

22. The curriculum for the reception class follows soundly the national guidance and the staff are at an early stage of introducing the new programme. The building of the new nursery means that the reception class has to play outside with older pupils. The school is aware that this is not ideal, but it is only a temporary arrangement and eventually there will be a secure, enclosed outdoor area where both nursery and reception pupils can engage in an active outdoor curriculum. On too many occasions adults do the children's work for them and this reduces the impact of the opportunity provided. For example, whilst making seagulls for the sea collage the children chose the colours for the gulls beak and the coloured paper for the fish. However, almost everything else was prepared for them and this meant that elements of independence are lost. At other times adults do the writing for the child when the children could have a go for themselves.
23. There is an appropriate policy with regard to sex education and drug misuse. PSHCE are not taught as a separate subject but good opportunities are found throughout the curriculum, in subjects, such as science, history and physical education. The teachers successfully make the curriculum interesting and lively. For example, there has been considerable emphasis on the use of drama and role play to enhance learning in history. Good use of effective support staff and good, carefully chosen resources help to ensure that all pupils' needs are met well.
24. The good programme of activities available outside of school hours enriches the curriculum further. Clubs take place every day at various times. There are activities suitable for pupils of all ages and include needlework, handwriting, music, sports and computing. Pupils clearly enjoy the opportunities to participate in these and they are well attended. An annual residential visit for older pupils to Hornsea provides pupils with a wealth of enjoyable opportunities coupled with the chance to be away from home with their friends. Good use is made of visits out of school and they enhance many areas of the curriculum, such as history, geography, and art. Visitors to school also provide workshops in drama and music. The school works closely with other local schools to effectively develop various curricular initiatives, for example, the initiative to link with a school in Bradford that has the majority of its pupils from a different ethnic background. Parents are mostly happy about the good range of activities on offer.
25. All pupils have access to the full curriculum and are fully integrated in all school activities. The school has a positive approach to providing for all pupils equally. This is apparent in the way that those pupils with special educational needs are taught and supported. For example:
- the curriculum provided for pupils experiencing learning difficulties is well matched to their needs;
  - teachers give all pupils a fair opportunity to participate and shine.
26. The accommodation for the reception class is generous, well resourced, set out appropriately and used well to teach all areas of learning.

## Care, guidance and support

The school provides **good** support, advice and guidance to all pupils. The involvement of pupils through seeking, valuing and acting on their views is **good**. The strengths identified in the last inspection have been maintained and parents praise the care and commitment provided by the school's staff.

## Main strengths and weaknesses

- Procedures to ensure pupils work in a healthy and safe environment are good;
- Pupils have very good trusting relationships with one or more adults;
- Pupils' views are actively sought and valued.

## Commentary

27. This caring school offers good support and guidance because it has effective procedures that check and recorded carefully pupils' achievements and concerns. All staff know the pupils very well and show sensitivity in dealing with specific difficulties. For example:
- the school monitors the progress of individuals and of groups of pupils to ensure all pupils achieve as well as they can;
  - pupils are involved in monitoring their own progress and helped to understand how they can improve;
  - pupils take part in monitoring their own personal development, choosing their own work and achievements for their file;
  - behaviour is carefully monitored to ensure early intervention if problems arise and the school works consistently throughout the day to prevent bad behaviour and to promote self discipline and personal development.
28. There are good procedures to ensure pupils are kept safe and healthy and they include a high level of supervision at all times. All staff have undergone child protection training and are vigilant. Lunchtime staff are in constant contact with school by radio in case a situation arises that needs a rapid response. If young children have a head bump or accident they are given a sticker to wear to alert parents that there is a letter in the child's bag. The school is taking part in the healthy schools award and teaches safety at appropriate times as well as encouraging long-term healthy practice such as the use of sun hats in the summer.
29. Pupils develop very trusting relationships with one or more members of staff because:
- all staff and older pupils are very good role models;
  - they feel confident they can get help with their work and to attempt new or harder work knowing they will be supported by staff and peers;
  - they know they will get help quickly if they have other concerns.
30. Pupils are happy that their views are regularly sought by staff on many issues. They know their opinions will be acted on if they are sensible. For example, pupils chose the colour for the recently painted toilets. Their views have been sought in questionnaires but they also make their views known through the school council, who also take responsibility for their school and for their friends.

## Partnership with parents, other schools and the community

Links with parents and the community are **very good**. Links with other schools and colleges impact **well** on pupils' learning. Parents find the school to be fair and approachable. They appreciate the information that they receive.

## Main strengths and weaknesses

- Parents receive very good information;
- The school works very hard to involve parents by seeking, valuing and acting on their views;
- Community links are very well planned and impact strongly on learning;
- Good links with schools in the pyramid (a group of local schools, including the secondary school) and with local colleges enhance and extend learning opportunities.

## Commentary

31. The school provides a very good level of information to parents. Particularly useful are:
- the good end of year reports about pupils' progress. These have improved significantly since the last inspection. They give a very clear picture of the pupils' strengths and their next steps of learning and they make clear how well the child is achieving and indicate the progress they have made;
  - the ample information about the curriculum given out at parents' meetings. Parents also receive a topic plan at the beginning of the year so they can help their children appropriately;
  - the parents' notice board and the sending home of regular newsletters.
- Parents are fully informed about their children's general progress through regular meetings with staff and attendance at annual reviews of progress to assess future needs. The school writes to parents when there are notable achievements or when targets have been reached. Parents are very appreciative of the support given by the school. Furthermore, the weekly parents' literacy workshop in Year 1 not only informs parents of how to help their child, but also allows them to help their child in the classroom and to better understand the learning process. Inspectors agree with the school's evaluation that these are so successful that they are to be extended to numeracy and to other years.
32. The school works hard, and successfully, to involve parents in their child's learning and actively seeks their views. For example:
- a suggestion box is in place by the parents' notice board;
  - parents have completed questionnaires.
- Parents' views were used to decide the format of the reception class reports and the type of parents' meetings that are held. Parents show a high level of satisfaction with the school and are particularly happy that their children like school, have to work hard and that induction procedures are good.
33. The school has very good links with the community. A good example is the relationship with the local power station:
- workers are provided who have been trained to hear and help children read;
  - funds have also been provided for paths around the school;
  - the children visit it;
  - staff come to the school to help teach topics such as electricity.
- The school staff run weekly bingo for local residents and while this provides funds for theatre trips it has also created greater understanding between the community and the school with children meeting and getting to know the older people who live around the school. There are also very regular visits from the fire service and the church who help to deliver the curriculum in a relevant way.
34. The good links to the local pyramid of schools enables the sharing of expertise, as in the strategies to improve literacy in Knottingley. Having joint training of staff improves the value of training courses so that more can be done, such as for midday staff. Links to the high school include two-way visits to ease the transition process and joint work in mathematics

and English to support the children's progress over the transition years. There is a good link to the college which allow weekly courses to run for parents and members of the community in beginners computing which can help them find work or help with their children's achievement.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. The leadership of the headteacher is **good** and she is **well** supported by key staff. The work of the governing body is **satisfactory**. The strengths identified in the last report have been maintained. Parents consider the school to be very effectively run.

### **Main strengths and weaknesses**

- The leadership of the headteacher is good;
- Subject co-ordinators lead and manage well and support the vision set by the headteacher;
- The management of special educational needs is very good;
- Performance and financial management are good;
- Although much of the work of governors is effective, their role as evaluators has shortcomings.

### **Commentary**

35. The headteacher continues to lead the school well and her efforts and capabilities are supported by staff, governors and parents. She and her deputy work very hard to set standards and insist that they are met. Consequently, in a large range of areas she is effective, and often very effective. For instance, improving academic standards to maintaining a caring school. She is managing to keep the quality of provision at a good level despite significant changes in staffing, including a change in deputy. She is well supported by her new deputy and subject co-ordinators. Particular strengths in their work are:

- clear vision for improvement and an unwillingness to accept anything other than the best;
- they check provision and standards through analysing planning, pupils' work and, where appropriate, the data from test results;
- keenness and enthusiasm to drive their subject forward.

When a particular subject area becomes a priority, the co-ordinator joins the head and deputy as a member of the senior management whilst the project is ongoing. This is good practice and highlights the priority and its importance.

36. In relation to special educational needs, provision is managed very well by the headteacher and assistant co-ordinator who is very well trained and highly skilled. Both have a clear overview of what is needed and monitor provision closely to ensure quality is maintained.

37. A recurring theme in the school is the establishment of high quality relationships and this is a key focus for management. Consequently, effective teams are set up and they are encouraged to innovate, for instance, with the parent/pupil literacy workshops. Furthermore, the many changes in staffing have highlighted the good procedures in place for inducting new staff and supporting them with continued professional development. The principles relating to performance management are well established and effective.

38. Financial management is effective and prudent. Grants are used well to make the necessary provision. The school has good procedures for ensuring that it gets value for money when purchasing supplies and services. The large surplus in Year 2002/03 has been reduced to £9000 in the current year.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	441,689
Total expenditure	390,751
Expenditure per pupil	2056

Balances (£)	
Balance from previous year	6875
Balance carried forward to the next	50973

39. The governance of the school is satisfactory. Governors are very supportive of the school and show strong commitment in several areas:

- holding contractors and local education authority officers to account, for example, during the building of the new nursery;
- governors coming in to the school with set projects, for instance, one governor is taking a right and proper interest in ICT and the new computer suite, in particular;
- they challenge management on the national test data published by the government. This year they have identified the reduction in the proportion of higher than expected Level 5's in the national tests for 11-year-olds. They have set targets for the headteacher to improve this.

However, their role as evaluators is not as strong as it should be. Governors are too dependent on the information and guidance provided by the headteacher. The main reason for this is that their aims for the school are too few and they are not used as a means for initiating an evaluation of the school's work. For example, a school aim that highlights the pursuit of the highest possible standards would lead to an informed debate when results are published about how well the school had done in meeting the aim. There would also be a much sharper focus to the success criteria in the school development plan. Presently, they are not as sharply focused, as they ought to be and as a result, lack challenge.

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision for children in the Foundation Stage (reception year) **is satisfactory** overall.

Children enter the reception class with below average attainment in, reading and writing, knowledge and understanding of the world and in creative development because few children have attended any form of pre-school education. Throughout the reception class children achieve soundly overall, but achieve well in communication, language and literacy. Observation of pupils who have recently transferred to Year 1 shows that by the time pupils leave the reception class standards in personal, social and emotional development, communication language and literacy, mathematical and physical development and creative development are broadly in line with national expectations. There was insufficient evidence to make a judgement about mathematical development or about knowledge and understanding of the world.

Since the previous inspection there has been a new national curriculum for the Foundation Stage and new requirements for assessment. The school has made a satisfactory start to introducing the new curriculum. All areas of learning are taught and the spacious room is set out, and used, well. There are good enrichment activities that are based on multicultural development and story and puppets. Staff have only just started to use the new assessment procedures and these are not yet used effectively.

Leadership and management are satisfactory. There are good induction procedures, pupils' reports are informative and staff have very good relationships with parents. However, there has been insufficient focus on children beginning to be independent learners and as a result, staff tend to do too much for them.

### **Personal, Social and Emotional Development**

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

### **Main strengths and weaknesses**

- Relationships between the staff and children and between the children themselves are good;
- The children settle into school very quickly and know both class and school routines well;
- Pupils are not given sufficient time or opportunity to make their own decisions.

### **Commentary**

40. Standards are average and achievement is satisfactory and most children attain the Early Learning Goals by the end of their first year in school. Teaching in this area of learning is satisfactory. There are good relationships between adults and children. Adults help children settle into school and ensure that children quickly learn how they are expected to behave. Adults foster the development of social skills in a variety of ways. Children are constantly expected to take turns and share. Children with special educational needs receive appropriate support. All are encouraged to join in, try new things and to persevere with a task. They are urged to change their own shoes and put on their own coats.
41. Children are sometimes given the opportunity to select what they want to do, but this is not given a high enough priority and pupils are not routinely asked what they would like to do or to reflect upon how well they have achieved in a self chosen task. They are shown how to work together co-operatively on a task and given opportunities to work independently. On occasion, however, when pupils say they cannot do something, such as write their name, staff do it for them instead of encouraging them to 'have a go'.

## **Communication, Language and Literacy**

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

### **Main strengths and weaknesses**

- Adults place high priority on speaking, listening, and reading;
- Story sacks are used well to promote an interest in and enjoyment of reading;
- Early writing skills are not taught in such a way as to encourage children to routinely practise writing independently;
- The lesson observed was too long.

### **Commentary**

42. Overall, standards are average and achievement is satisfactory. Standards of speaking and listening are broadly average on entry to school, but standards in reading and writing are below average. The organisation of the timetable means that children spend a great deal of time on this area of learning. Many lessons include appropriate reinforcement of initial letter sounds and the reading of simple words. Opportunities are provided for children to practise writing when playing, but even in play they ask adults to write messages for them. Children routinely take books home to practise reading. There is a selection of high quality picture books to look at and share in class and a range of big books for teaching.
43. Teaching is satisfactory overall. The lesson observed was too long, slow paced and the children spent most of the afternoon sitting down. The adult working with the children did not manage the speaking and listening session well and two children were allowed to dominate the conversation and the others had too few opportunities to speak. Early reading and phonic skills were fostered well, but children are over reliant upon the adult to do their writing for them rather than trying to write by themselves. The lesson ended well with the use of one of the story sacks made by parents. The interesting contents of the sack helped to maintain pupils' interest and enthusiasm well. The contents were used well to help the children act out the story. This part of the lesson was good.
44. In the lesson with the children's author, the children showed good listening skills and they made appropriate response to questions, for instance, one child told the class that jellyfish sting. Children are confident, even with relative strangers. One higher attaining child asked about:
- the timing of the puppet show;
  - she wanted to know whether they would be making seagulls.

## **Mathematical Development**

It was not possible to make an overall judgement about provision in this area of learning because no lessons were observed. However, discussions with children new to school shows that their attainment in all aspects of mathematics on entry to school is average. An observation of the children new to Year 1 shows that children make satisfactory progress and attain the Early Learning Goals by the end of the reception year.

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

It was not possible to make an overall judgement about this area of learning because too few aspects of it were observed. Teaching plans and photographic evidence indicate that all aspects are taught in this important area of learning. Resources are adequate and observations of pupils in Year 1 show that children reach average standards in the scientific aspects by the end of the reception year. The teaching of multicultural education is good because:

- displays show very strong examples of illustrations from African and aboriginal art;
- resources in the room include multicultural dressing up clothes;
- the class celebrated Divali by tasting Indian food, smelled incense burning, played Indian instruments and painted Mehndi patterns

### **Physical Development**

Provision in physical development is **satisfactory**.

#### **Main strengths and weaknesses**

- Fine motor skills are developed well;
- There is ample space for pupils to move about and play inside the classroom;
- The lack of a discrete outdoor play area limits the progress children can make;
- Insufficient time is given in the week for developing large muscle movements.

### **Commentary**

45. Fine muscle control is being developed well through use of chalks, pencils, crayons, scissors, glue, paint, and small toys. There is room in the classroom for pupils to use both large and small construction kits. The school hall is used appropriately for more formal lessons. This is insufficient given that the lack of their own playground means that pupils cannot work co-operatively with wheeled toys or practise skills learned in formal lessons in their free play and active, physical learning is curtailed. The school is aware of these limitations and intends to address them when the new nursery is complete.

### **Creative Development**

Provision in creative development is **satisfactory**.

#### **Main strengths and weaknesses**

- Children's imagination is developed well through role play;
- Children are given the opportunity to use a wide range of art and creative materials;
- There is too much adult input into pupils' artwork.

### **Commentary**

46. Standards attained by the end of the reception year are broadly average and children achieve satisfactorily.
47. Children's imagination is developed well during role play, both in their free play and in formal lessons led by the class teacher. During the inspection, a children's author led drama workshops for the children. These were enthusiastically received and the children achieved very well. Within the classroom there is a well equipped role play area that is used daily. Adults intervene appropriately in children's play to develop their imagination and their vocabulary.
48. Opportunities to sing and play percussion instruments are provided regularly and the instruments are displayed so children can experiment with them. Children are taught skills in a wide range of art activities, however, on occasions, there is too much adult support and this leads to limitations on children's attainment and achievement.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- From a low starting point, pupils achieve well and reach average standards by the age of 11;
- In national tests, results have improved since the last inspection;
- Teaching is good. There are examples of very good and excellent teaching, particularly in Years 1 and 5;
- There is an exemplary initiative in several classes where a group of parents regularly join pupils for a literacy workshop.
- Basic literacy skills are used well in a wide range of subjects;
- Leadership and management are good;
- There is insufficient use of ICT to develop and support English skills.

#### Commentary

49. Overall, pupils' achievement is good. This is mainly due to good teaching, accurate judging of levels of attainment and consistent setting of appropriate and challenging targets. Pupils with special educational needs, those who are cared for and the few from minority ethnic backgrounds achieve as well as other pupils.
50. By the ages of 7 and 11, higher attaining pupils are very accurate, fluent and expressive readers who understand their books well. Seven year olds have good basic skills, such as their knowledge of individual letter sounds and the sounds made by pairs of letters. Pupils at all levels of attainment have good attitudes to reading. Writing skills are developing well. In Year 2, the majority of pupils are making very good progress with some long, interesting and accurate work. Basic skills of handwriting, spelling and punctuation are improving in response to good marking that focuses on individual targets. The lowest attainers achieve well and are making good progress in early writing skills. Year 6 pupils have good, mature basic skills. Higher attainers have a wide vocabulary and understand a range of useful conventions, such as how to personify situations and use conjunctions to make their writing more interesting and complex. Speaking and listening skills are sound. The broad curriculum provides lots of opportunities through drama, question and answer sessions (hot seating) and class discussions. The school has rightly recognised that the work with higher attaining pupils is very important, particularly because the 2003 national tests showed lower than usual success at the higher Level 5. However, this group of pupils had a great deal of disruption in their school career due to staff changes and inexperienced teaching.
51. Overall, the quality of teaching is good. The strengths are:
- good knowledge and understanding of the subject. For example, in Year 5, this enabled the teacher to ask penetrating questions that enabled pupils to 'read between the lines' in the text;
  - effective planning sets clear objectives for learning. For instance, in Year 6, pupils soon recognised the key elements of writing a persuasive argument;
  - the insistence on the good, accurate development and use of basic skills. In Year 2, lessons and the analysis of work show very good development of writing and reading skills.

Throughout the school, the organisation of lessons is good. Consequently, little time is wasted and pupils produce a lot of work. This is particularly evident in Year 2. Good marking of work is an important factor and this leads to relevant target setting for individuals. Pupils

with special educational needs and those who are cared for benefit from the individual targets and make good progress towards these.

52. Leadership and management of the subject are good. The co-ordinator is keen, knowledgeable and hard working. She checks on standards by analysing test results, observing lessons and analysing pupils' work. Her strongest asset is her willingness to support and promote useful initiatives, such as the parent/pupil workshop in Year 1.

### **Language and literacy across the curriculum**

53. Overall, there are good opportunities to use literacy skills across the curriculum. Reading and writing skills are used well in subjects, such as history, geography, religious education and design and technology.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards are above average. They have improved at the end of Year 2;
- The quality of teaching has improved overall since the previous inspection;
- Pupils learn good mental arithmetic strategies and apply these successfully when solving problems;
- ICT could be used more productively to support learning, particularly in investigative work.

#### **Commentary**

54. Standards seen during the inspection suggest that attainment at the end of Year 2 and Year 6 are likely to be above average. This represents an improvement over recently published test results. From the work seen, achievement is good for all pupils, including those with special educational needs, the cared for and those from ethnic minorities. When comparing results of national tests with similar schools pupils achieve well. There is little difference between the achievements of girls and boys. The school sets challenging targets for pupils' attainment based on careful analysis of judgements of pupils' levels of attainment. Positive action is taken to maintain standards, for example, pupils in Years 5 and 6 are grouped for lessons according to their prior attainment. This means that pupils capable of learning more are suitably challenged whilst others get the right level of support to boost their skills. Consequently, almost all achieve at least the level expected for their age and make good progress.
55. The curriculum is planned well and reflects the National Numeracy Strategy. Earlier weaknesses, notably in pupils' mental arithmetic skills, have been successfully resolved through decisive planning. The teaching of mental arithmetic is now a strong element and pupils develop a good understanding of number and mental strategies for problem solving. There are good opportunities in lessons to apply these strategies. For example:
- some pupils realised that by doubling numbers they could quickly calculate perimeters;
  - pupils in Year 6 confidently plotted co-ordinates in four quadrants because they are familiar with positive and negative numbers.
- Although there are opportunities for pupils to investigate numbers, shape and data handling, the lack of computers in the classroom inhibits their chances to extend their mathematical thinking into 'real life' situations.
56. Overall, the quality of teaching is good. In some lessons there are very good features. This accounts for the good levels of achievement and high standards. In most lessons good

learning is underpinned by the relationships which are established. Teachers value the contributions which pupils make to lessons. This promotes a very positive atmosphere in which pupils' enthusiasm thrives and confidence grows. Teachers' subject knowledge is good so learning is sharply focused and supported by challenging tasks. Teachers are very careful to ensure that these are closely matched to the needs and abilities of all groups. Pupils work hard and behave very well because teachers have high expectations of them. Praise and encouragement are used appropriately and pupils accept that they may be challenged to improve on what they do. Teachers use well the judgements of pupils' levels of attainment to match work accurately to individuals. For example, some lessons begin with a critical evaluation of pupils' previous work so that misconceptions are rectified before the next steps taken. Marking is consistently good and leaves pupils knowing what they need to do next by referring to individual targets and how well lesson objectives have been met.

57. The subject leader has been appointed very recently and there has been little time to influence practice so far. However, areas for development have already been identified and pupils' work is being monitored for standards and quality. The co-ordinator has a clear vision for the subject and a good capacity to build on current practices. Since the previous inspection there have been good improvements in standards and the overall quality of teaching.

### **Mathematics across the curriculum**

58. Pupils use mathematical skills satisfactorily in other subjects. They use graphs and tables to record science data and timelines in history to help them understand the chronology of events. In art lessons, pupils use computers to investigate shape and patterns. However, there remains scope for further application of skills through more systematic planning.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Pupils in Years 1 to 6 achieve well and attain above average standards by Year 2 and Year 6;
- Work is well matched to the different needs of pupils and this helps them to achieve well;
- Pupils are given good opportunities to undertake practical work in science;
- Pupils are enthusiastic about the subject;
- There are too few opportunities for pupils to use ICT skills in science lessons.

#### **Commentary**

59. Standards in science have improved since the last inspection. In the 2002 national tests, standards were above average at Year 2. In Year 6, standards were very high but the school regards this as exceptional. Currently standards are above average. Pupils have good knowledge of all the required aspects of science and are able to question, investigate and report findings well. Their achievement is good because:
- teachers judge the progress of pupils carefully;
  - they use the results of these judgements to match work carefully to individual needs;
  - teachers ensure that additional support is available for those who need it;
  - work is carefully marked and teachers tell pupils very clearly what is good about their work and how they can improve it.
60. The school places strong emphasis on pupils being able to carry out practical investigations. Throughout the school pupils are actively taught how to plan an investigation,

how to work methodically and how to talk and write about their work. This helps them to think scientifically and to understand and remember the scientific facts they are taught. Pupils really enjoy the practical aspects of science and talk about them enthusiastically.

61. Pupils have suitable opportunities to apply what they have learned in mathematics and English lessons to their work in science. Science lessons contribute well to pupils' PSHCE, and there are good links with art and design. However, pupils are not using ICT skills often enough to support their work in science.
62. The subject co-ordinator has only recently taken on the role and therefore it is not possible to judge her leadership and management skills. However, she has very good subject knowledge and a clear vision for the way science could be further improved, for example, by greater use of ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Resources and staff expertise have recently improved;
- Effective storage, recording and judging of pupils' work is taking place throughout the school;
- There are too few opportunities to use ICT skills in other subjects.

### **Commentary**

63. On the basis of evidence from pupils' notebooks and their files, pupils aged 7 make regular and purposeful use of ICT. By the age of 7, standards are average and achievement is satisfactory. Pupils use simple word processing packages successfully and they compose short accounts directly to the computer screen. They develop their skills through the effective use of simple publishing programs and by controlling movements both on screen and of programmable toys.
64. By the age of 11, standards are average. Year 6 pupils combine different forms of information to produce a presentation. They combine text and graphics and manipulate the images by changing fonts and size. In other years, pupils demonstrate a sound range of skills and knowledge of accurate terminology. For example, in Year 4 pupils produce their own design for Christmas wrapping paper by the use of background 'flood' techniques and using repeating patterns. They have sound mouse skills, for instance: click and drag, copy and paste and colouring. All pupils can save their work.
65. In the two lessons observed, small groups of pupils worked with the designated teaching assistant in the computer suite. The quality of teaching and learning is satisfactory. Usually, the class teacher introduces the work in the classroom and then small groups are taken to the suite for direct work on the computers. Although the teaching assistant has adequate skills, there appears to be little flexibility in relation to a reversal of roles with the teacher. For example, by the teacher taking the group into the suite. Nevertheless, the strengths of the teaching are:
  - the teaching assistant has effective knowledge and understanding of the subject;
  - her instructions are clear and she ensures that objectives are shared and understood.
66. Leadership and management are satisfactory. The co-ordinator is very keen and has useful knowledge and understanding of the subject matter. He checks on provision and pupils' achievement by:
  - observing lessons;

- keeping a comprehensive file of work;
- maintaining a record of the judgements made about pupils' levels of attainment.

### **Information and communication technology across the curriculum**

67. There is insufficient use of ICT skills in the teaching and learning of other subjects. There are not enough opportunities for class-based work in other subjects.

### **HUMANITIES**

Overall, provision in the humanities is **good**.

No overall judgement is made about provision for **geography** because only one geography lesson was seen. However, samples of work were looked at across the school and inspectors spoke to staff and children about the subject. Standards in geography by the end of Year 2 and Year 6 are judged to be average. This judgement is the same as at the time of the inspection.

The work seen in pupils' books shows that they cover the required curriculum well. Work is planned from a nationally recommended scheme. Pupils' achievement and progress are satisfactory. Pupils' work is marked conscientiously and the curriculum is enhanced by studies of the locality around the school. The younger pupils learn about places farther afield, by visits made by 'Charlie Bear', accompanying pupils on holiday and by correspondence with 'a child' from the Isle of Struay. For the oldest pupils the annual residential visit to Hornsea gives the pupils first hand knowledge of a contrasting British locality.

In the Year 5 lesson seen about village life in India the teaching was good. The work was well matched to the individual needs of pupils and the least able and those with special educational needs were well supported by an able classroom assistant. Pupils achieved well. The active nature of the lesson ensured that all pupils were very well motivated and engaged in the tasks provided.

The subject is satisfactorily led and managed. The co-ordinator checks on standards by looking at displays, teachers' planning and samples of pupils' books. However, checking on teaching quality and pupils' standards by observing lessons has not been possible.

### **Religious Education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The curriculum is enriched through visits and visitors to school;
- Teaching and learning are good;
- The subject is led and managed well;
- Learning would benefit from more opportunities to reflect on the impact of religious belief

### **Commentary**

68. Standards are in line with the expectations of the locally agreed syllabus for pupils in Year 2 and Year 6. These have been maintained since the previous inspection.
69. The school has thoughtfully adapted national guidance for religious education and the locally agreed syllabus to plan a relevant and worthwhile curriculum for all pupils. Pupils learn about world religions including Christianity and take some account of how the values expressed through different faiths influence people's lives.

70. The quality of teaching is consistently good. Pupils make good progress in their learning and given their earlier experiences and knowledge of the world, they achieve well. Teachers work hard to make learning interesting and relevant by seeking opportunities to provide first-hand knowledge and experiences. For example, pupils in Year 2 learned from a visiting parent how to make special sweets and hand decorations in preparations for Diwali celebrations. Others visit Christian and Jewish places of worship to learn about the artefacts used in religious rituals and gain insights into those faiths. There was some good learning for pupils in Year 3 when they made up their own dramas and performed the story of Rama and Sita. Displays in classrooms are very well presented. Artefacts, models (sometimes with special lighting effects) and books draw pupils' attention. Teachers' subject knowledge is good so lessons are delivered confidently with a good focus on helping pupils learn specific vocabulary. Consequently pupils become familiar with terminology related to a particular religious culture. Pupils record their work neatly and tasks are prepared thoughtfully to enable different groups achieve the lesson objectives. Most recording is factual rather than reflective because discussion focuses strongly on what pupils know about religions and less about what they feel about them; or how they influence daily lives.
71. Leadership and management are good. The co-ordinator has checked on the quality of work, including class assemblies, and effectively raised the profile of religious education throughout the school. Resources are better and their availability has a good impact on the quality of learning.
72. Overall, there has been good improvement in the quality of provision since the previous inspection.

## **HISTORY**

Provision in history is **good**.

### **Strengths and weaknesses**

- Pupils attain high standards because the subject is taught well;
- Opportunities to use the computers for research in lessons are limited;
- There is an innovative curriculum led by an enthusiastic and knowledgeable co-ordinator.

### **Commentary**

73. Standards in history are above average in Years 2 and 6. This represents an improvement since the last inspection when standards were found to be average in Year 2 and above average at Year 6. All pupils achieve well and make good progress because history is taught in a very lively way.
74. Teachers' planning and pupils' work demonstrates that pupils learn important historical skills as they are encouraged to ask questions and make deductions. They investigate different periods of history and look for similarities and differences and they learn how to tell fact from opinion when looking at sources of evidence. They are encouraged to look things up in books and to use the Internet for research. However, the use of the computer suite is restricted by the timetable for ICT lessons and there are no computers in the classrooms, so research on computers has to be done in pupils' own time.
75. The curriculum is based on nationally recommended guidance and the co-ordinator has been working with the producers of the scheme to bring more creativity into history. This work has paid dividends to the school in increased enthusiasm for the subject through the introduction of role play and 'hot seating'. This helps to bring the subject to life and to make history more easily understood by the pupils. The good work done in the school has been

disseminated across the authority by, for example, pupils dressing up as evacuees and attending a local head teachers' meeting and visiting other schools where they were asked questions about how being evacuated affected them. Staff from other schools have also been to watch history lessons in action to observe the benefits of teaching history in this way. During the inspection in Year 2, 'Queen Victoria' responded to other pupils' questions about how she felt now that Prince Albert was dead. In the ensuing written work one pupils wrote 'I can't get to sleep. I am sad and angry that he has left me.' Showing a mature understanding of how people feel when someone dies. In Year 4, after doing their own research, a boy and girl dressed as children from Ancient Greece and talked knowledgeably about their life styles.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No **art and design** or **design and technology** lessons were seen. In **music** and **physical education** only five lessons were seen. It is not possible, therefore, to confirm judgements about overall provision, standards or achievement.

### Commentary

76. It is evident from work displayed, extra-curricular activities and talking to pupils that these subjects have maintained a high profile in the curriculum. Some of the art work displayed is particularly impressive and indicates the good breadth of experiences planned for the pupils. Some clay tiles made by pupils in Year 1, pencil drawings by Year 4 and work in the style of Toulouse Lautrec in Year 6 classrooms are just some of the notable samples of work done. The quality of display is very good. It is eye-catching and shows pupils how highly their work is valued.
77. In **design and technology**, discussion with pupils and sampling work in folders and on display shows that the programme is interesting and varied. Pupils are clearly engaged in designing and making and they use a variety of materials. For instance:
- pupils in Years 2 and 4 engage in food technology by preparing the fruit for a fruit salad and designing their ideal breakfast, respectively;
  - Year 6 pupils make large puppets with materials that include glass;
  - Year 1 pupils use a split pin to form a fulcrum for a seesaw.
- In addition there is evidence of basic skills being developed in design and technology, such as:
- good literacy skills used in Year 2 to write about preparing the fruit salad. In Year 4, all pupils write their thoughts on how to make their breakfast healthier;
  - numeracy skills are used well to develop, for example, a graph of Year 4 pupils' favourite bread;
  - investigatory skills are used to disassemble a photo frame and work out the nature of freestanding objects.
- Pupils evaluate their work and they have adequate resources for their activities. However, there is little use of ICT to support learning.
78. In **music**, the quality of singing is better than that heard in most schools. Skills are taught well, so singing is controlled and expressive. There are good opportunities for pupils to learn how to play brass; woodwind and stringed instruments and a small group have weekly lessons on drums. The teaching seen was lively and challenging and lead to pupils in Year 5, composing rhythmic phrases using correct musical notation. Music was judged to be strong in the previous report. Evidence suggests the school continues to maintain the quality of its work.
79. In **physical education**, two good games lessons were observed in Years 1 and 6 and an unsatisfactory gymnastics lesson in Year 3. In the good lessons, the teachers set clear

learning objectives that they shared with the pupils who developed their basic skills well. For example, in the Year 6 hockey lesson there was a clear progression:

running with stick → controlling ball → dribble and shoot → beat defender and shoot.

Consequently it was possible to see pupils consolidating previously learned skills and developing new ones. In both lessons there was an insistence on good, orderly behaviour. In the Year 1 lesson, the teacher shows an appropriate understanding that exemplars of good work help pupils to achieve more. To this end, both the teacher and carefully selected pupils provided good role models when controlling a ball. In the unsatisfactory lesson pupils' achievement was unsatisfactory because of:

- weak behaviour management;
- slow pace and low level challenge.

As a result, some pupils became restless and inattentive and this lesson became unproductive for too many pupils.

80. Discussions with pupils and the co-ordinator and looking at plans show that the curriculum is adequate. There is also sufficient enrichment through sports clubs and specialist coaches. The school is appropriately seeking the 'Activemark' award, which will provide further impetus for work in the school.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in PSHCE is **good** and prepares them well for the next stages of their education.

### **Main strengths and weaknesses**

- Aspects of PSHCE are taught well through a range of subjects;
- The programme is enriched by the visits and inputs from skilled professionals.

### **Commentary**

81. PSHCE is taught through the wider curriculum rather than as a single subject. The school is currently evaluating published materials but there is no formal scheme of work. Nevertheless, what is provided is fully relevant to pupils' needs.
82. Potential hazards related to drugs, alcohol and tobacco abuse are dealt with through the science curriculum. Parents are advised when the school provides sex education and resources are available for them to gain an overview of what is taught. The school nurse talks to pupils about the importance of personal hygiene and the changes which occur during growth.
83. Representatives from police and fire services as well as those from religious and charity groups visit the school. This helps the pupils become more aware of personal safety issues and the needs of others in the wider community.
84. The skills required to live in a community are fostered well in school. For example, pupils have opportunities to serve on the school council where they present others' views and learn to negotiate on their behalf. Other responsibilities, such as lunchtime monitors or preparing equipment for assemblies help instil a strong sense of reliability.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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