

Pre-Publication Report
INSPECTION REPORT

CLIFTON PRIMARY SCHOOL

Hull

LEA area: Kingston-upon-Hull

Unique reference number: 117722

Headteacher: Mrs J Adamson

Lead inspector: Mr A J Dobell

Dates of inspection: 10th to 12th January 2005

Inspection number: 266637

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

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Pre-Publication Report

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	142
School address:	Burslem Street Hull
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Clark
Date of previous inspection:	February 2003

CHARACTERISTICS OF THE SCHOOL

This small primary school draws its pupils very largely from the local area, which is one of very high social and economic disadvantage. Housing is largely council owned. Children entering the Reception class have mostly benefited from Nursery education, but their levels of understanding and learning skills are well below average. The school's pupils are very largely from western European backgrounds, but an above average proportion of pupils speak English as an additional language.

The school has 142 pupils on roll from the Reception Year to Year 6, and all attend full time. There are 41 pupils on the school's register of special educational needs and, at 29 per cent, this proportion is well above average. Three pupils have statements of special educational needs, and, at two per cent, this is average. The nature of special educational needs includes moderate learning difficulties, speech and communication difficulties, physical difficulties and autism. Some 10 per cent of pupils are from travelling backgrounds. The school experiences high levels of pupil turnover and there is evidence that this depresses standards. In the last three years, the school has gained the Healthy Schools Award, the Basic Skills Quality Mark and the Artsmark. The school benefits from a number of initiatives including the Excellence in Cities Project, Creative Partnerships and the Children's University. From 2001 to 2004, the school was in the list of the most improved 100 schools in the country.

Pre-Publication Report

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English, music, physical education.
19373	Mrs W Sheehan	Lay inspector	
21910	Mr G Longton	Team inspector	Special educational needs, English as an additional language, science, information and communication technology, geography, history.
4350	Mr C Whittington	Team inspector	The Foundation Stage, mathematics, art and design, design and technology, religious 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	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school giving good value for money. Standards at the end of Year 6 in 2004 were well above average and these pupils achieved very well. However, standards at the end of Year 2 were very low, even though there is good evidence that these pupils achieved satisfactorily. The quality of teaching is now good with almost one lesson in three being very good or excellent. The headteacher's very good leadership has created a school which is positive and forward looking. The high turnover of pupils is a significant barrier to achievement, but the school's very inclusive ethos deals with this effectively.

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher and other key staff has created a vibrant, innovative and optimistic school.
- Pupils achieve well because they are well taught and feel secure and valued in the school.
- Very good relationships throughout the school mean that pupils have very good attitudes to learning.
- Assessment is used very well to manage pupils' learning.
- Pupils do not develop enough skills as independent learners.
- There is very good provision for pupils with special educational needs and for children in the Foundation Stage.
- Pupils' writing contains too many errors.

The school has improved well since its previous inspection, and the key issues from that inspection have been dealt with very effectively. The school has emerged well from being placed in special measures and is now confident and forward looking.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	B	A
mathematics	E	D	A	A*
science	E*	E	A	A*

Key: A - in the top five per cent; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - in the bottom five per cent.*

Similar schools are those with a similar proportion of pupils eligible for free school meals.

Achievement is good overall. Children enter the Reception class with levels of understanding and learning skills which are mostly well below average. They achieve very well during the Reception Year and are likely to reach the goals that they are expected to achieve in personal, social and emotional development, communication, language and literacy, and physical development, by the end of the year, but not in mathematical development, knowledge and understanding of the world, and creative development. Pupils achieve well and make good progress overall in Years 1 to 6. Standards are below average in Year 2 and average in Year 6. They are rising, but, in English, are held back because

Pre-Publication Report

pupils make too many careless errors when writing. The standards attained by pupils at the end of Year 6 in 2004 were significantly higher than those attained previously because this was an unusually able year group.

Pupils' personal qualities are good. They have very good attitudes to learning and behave well in class and at play. Their spiritual, moral, social and cultural development is good. Attendance and punctuality are average.

QUALITY OF EDUCATION

The school provides an education of good quality. Teaching and learning are good with particular strengths in the Foundation Stage and Years 5 and 6. Pupils are given very good encouragement and have equality of access to learning. Assessment is used very well to monitor pupils' learning and to plan for their future progress. The quality of the curriculum is very good in the Reception class and good in Years 1 to 6. Pupils with special educational needs are very well supported and achieve well as do those speak English as an additional language. Pupils are well cared for and feel secure and valued in the school. This helps them to achieve well. Links with parents are satisfactory while links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher is providing very good leadership and has been particularly successful in adapting the curriculum to the needs of the pupils. She is very well supported by her deputy and all adults in the school. She has a very clear vision for the school and has been very successful in putting this into practice in recent years. The school has a very good commitment to inclusion, and all pupils feel valued for what they can offer. Management is very good. The school evaluates its performance and plans its future developments very effectively. The continuing professional development of staff is given a high priority and is linked to the school's priorities for development. Governors have a clear appreciation of the school's strengths and potential for development and ensure that it meets its legal obligations. Finances are managed very efficiently and the school practises the principles of best value very successfully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents and pupils are supportive of the school. A number have concerns about behaviour and bullying, but inspectors found that behaviour in the school is good. Some parents feel that they do not get enough information about their children's progress but inspectors found the school's systems to be good. Other parents question whether the school provides enough activities, but, again, inspectors found these to be good. Parents emphasise that children are well taught so that they enjoy school.

IMPROVEMENTS NEEDED

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

- develop pupils' skills as independent learners;
- improve the accuracy of pupils' writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good in the Foundation Stage and good overall in Years 1 to 6 regardless of gender, background, and level of attainment. Pupils with special educational needs achieve well as do those who speak English as an additional language. Standards are below average in Year 2 and average in Year 6.

Main strengths and weaknesses

- Pupils achieve well because they are well taught and their progress is tracked and monitored very effectively.
- Standards have improved because the headteacher and her colleagues have identified pupils' needs and adapted teaching and learning to meet them.
- Children achieve very well in the Foundation Stage because their learning is very well managed and teaching is very good.
- Standards in English are depressed because pupils make too many spelling and grammatical errors.

Commentary

1. In the national tests at the end of Year 2 in 2004, standards were very low in relation to the national average in reading, writing and mathematics. This means that they were in the bottom five per cent of all schools in the country. They were well below those attained in schools which draw their pupils from similar backgrounds, overall. Teacher assessments of science showed standards to be well below average. These results were similar to those attained over the last three years. A careful analysis of these results showed that all pupils attained at least level 1 of the National Curriculum in reading and mathematics and 87 per cent attained at least this level in writing. This represents good achievement for these pupils but the proportion of pupils attaining the higher categories of the nationally expected level 2 was well below average, and no pupils attained the higher than expected level 3 in any subject.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	11.4 (13.8)	15.8 (15.7)
writing	10.4 (10.7)	14.6 (14.6)
mathematics	12.3 (12.4)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

2. In the national tests at the end of Year 6 in 2004, standards were above average in English and well above average in mathematics and science. These standards were well above those attained in similar schools in English and in the top five per cent of these schools in mathematics and science. These results are a marked improvement

Pre-Publication Report

on those attained in previous years. These pupils achieved very well during their time in school.

Pre-Publication Report

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.7 (23.4)	26.9 (26.8)
mathematics	28.6 (26.1)	27.0 (26.8)
science	30.6 (27.2)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- Evidence from the school's tracking and assessment systems and evidence from the inspection show that standards in the current Year 2, whilst still below average, are improving. In Year 6 standards are average and thus lower than the 2004 results. This is because a higher proportion of pupils in this year group have special educational needs and over 40 per cent of them have not had the whole of their education in this school. Pupils in both Year 2 and Year 6 in the school year 2004-2005 are achieving well.
- Progress is good because pupils are taught well. Learning is carefully managed so that pupils build systematically on their existing levels of understanding. Their progress is tracked regularly so that targets for future improvement can be set. In addition, pupils' performance in national tests is analysed so that areas of weakness can be identified and plans can be made to tackle them. Because learning is very well managed, all groups of pupils, including those who speak English as an additional language and those who have special educational needs, achieve well. Because achievement is good, standards have improved well since the school's previous inspection.
- Since that inspection, the school has identified a number of areas in which extra support for pupils has enabled them to raise standards. A concentration on speaking has helped pupils to express themselves more clearly and with greater confidence. As a result, standards in speaking and listening and reading have improved well. However, an above average level of spelling and grammatical errors in written work is still depressing standards in writing. Pupils are now placed in sets for English and mathematics according to ability in Years 5 and 6. This is enabling learning to be more precisely targeted to pupils according to their current levels of understanding so that they are making better progress. In addition, extra support for pupils on the borderline between levels 3 and 4 is enabling a greater number to reach the nationally expected standard. For example, all the pupils in Year 6 who attended a 'booster' class in English in the last school year attained the national expectation of level 4 at least, and one gained the higher than expected level 5. An above average proportion of pupils join and leave the school during the year. This high turnover of pupils has had an adverse effect on standards in the past. Many of them have attended a number of schools and some have had gaps in their schooling. The school's commitment to inclusion is now very effective and these pupils are absorbed quickly into teaching and learning and so achieve well.
- Children enter the Reception class with levels of understanding and learning skills which are well below average. In particular, their vocabulary, mathematical awareness and knowledge of the world are very weak. They are now being very well taught and their learning is being managed very effectively so that they are achieving very well and making very good progress. As a result, they are likely to achieve the standards expected nationally by the end of the Reception Year, or to be close to them. The

Pre-Publication Report

school is now in a good position to build on these better standards in Years 1 to 6 and so to raise standards further.

- Standards have improved well since the school was inspected previously because the headteacher and her colleagues are fully committed to improvement. The school's concentration on identifying pupils' weaknesses and planning to tackle them has resulted in improved achievement for all groups of pupils. The school is now in a good position to build on recent improvements and to continue to raise standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is good. Pupils' spiritual, moral and social and cultural development is good. Attendance is average.

Main strengths and weaknesses

- Pupils have very positive attitudes to learning and respond well to the high expectations that most teachers place on them for hard work and good behaviour.
- Most pupils are keen to please and are confident and happy at school.
- Pupils form very good relationships both with staff and with each other.
- Overall, provision for pupils' spiritual, moral, social and cultural education is good.
- Attendance has improved significantly, helping pupils to achieve well.

Commentary

- All teachers have high expectations of pupils' work and behaviour and most respond well. Overall, pupils enjoy school and have a very positive approach to learning. Older pupils develop mature attitudes to education and are confident and highly motivated learners. They have a growing thirst for knowledge and strive to do their best. The attitudes of children in the Reception class are very good and this makes a very positive contribution to their learning. In the older classes, pupils are eager to enter into discussions and many express their opinions confidently. Pupils behave sensibly in lessons and assemblies. They are generally very polite, respectful and courteous and welcome visitors. Positive attitudes are reinforced through the use of 'Goldbook' mentions' and 'Superstars' awards. Interviews with pupils show they know the rules for good behaviour and the procedures to follow if they are bullied. Although some pupils mention past incidents of bullying, none were noted during the inspection. Playground 'Buddies' look out for any pupils who may need support. One pupil was excluded for two fixed periods during the last school year, and is now behaving well.

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	122	2	0

- Relationships are very good and pupils are given many opportunities for personal development, which they exercise as class monitors and members of the school council. The latter is still in the process of development, with pupils given only limited responsibilities. However, these experiences are beginning to promote pupils' sense of community and citizenship, enabling them to distinguish right from wrong and to serve their school and the wider community. Very good relationships help those pupils with special educational needs to gain in self-esteem. Pupils feel valued and, as a result, they work hard and make good

Pre-Publication Report

progress. Traveller pupils and those who speak English as an additional language are included fully in all that the school offers.

10. High expectations in most classes are the norm for work and behaviour and pupils participate enthusiastically in the various learning activities offered. A significant number of pupils attend extra-curricular activities, particularly sport. These attitudes contribute significantly towards pupils' very good social development and self-confidence.
11. Pupils' spiritual, moral, social and cultural development is good and this is reinforced by a number of displays around the school. These include Year 1's 'Gift Tree', promises connected to the 'Lunchtime Ethos', as well as 'Good Friends' and 'Follow Your Dream'. Assemblies contribute strongly to these areas and personal, social and health education lessons also make a very positive contribution. Children in the Reception class achieve very well in their personal and social education and are likely to achieve the expected standards by the end of the school year.
12. The school's efforts to monitor and promote good attendance have resulted in good improvements in recent years. Attendance rates are now in line with national averages and the majority of pupils arrive punctually ensuring an efficient start to the day. The headteacher and education welfare officer work very closely to track individual pupils' attendance in order to ensure that all pupils' learning time is maximised.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.4
National data	5.1	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 school provides an education of good quality. Pupils enter the school with levels of understanding which are well below average, and it has initiatives in place to raise their achievement. Pupils with special educational needs and those for whom English is an additional language are given very effective support and make progress at the same rate as all pupils. The curriculum is of good quality and is being adapted well to meet the needs of the school's pupils. Teaching and learning are good. Pupils are well cared for and their learning is supported by very good assessment systems. Links with parents are satisfactory and the school is trying hard to improve them. Links with other schools and the community are good.

Teaching and learning

Teaching and learning are good and systems for assessing pupils' progress are very good.

Main strengths and weaknesses

- Teachers offer pupils very good levels of challenge and encourage them very well.
- Systems for assessing pupils' progress are very good.
- Children in the Foundation Stage are taught very well.

Pre-Publication Report

- Support assistants make a good contribution to learning.
- Pupils do not develop sufficient skills as independent learners.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	8 (24%)	19 (58%)	4 (12%)	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.

13. The quality of teaching is good overall and this is a good improvement on the previous inspection. Teachers are aware that pupils enter the school with levels of understanding and learning skills which are well below average. They put considerable effort into planning interesting lessons which will engage pupils and provide them with good levels of challenge so that they can build systematically on their existing knowledge and understanding. Teachers use praise and encouragement very well to encourage pupils to give of their best. Pupils respond by having very good attitudes to learning and so achieve well overall. Teachers appreciate that they need to be innovative if they are to engage the interest of their pupils. They have done this in a range of ways. The school's concentration on speaking and listening skills is improving pupils' ability to express themselves so that they approach learning with greater confidence. The link with Creative Partnerships provides pupils with exciting learning opportunities which motivate them very effectively, particularly when they see their work in print or on film. There are also examples of very effective lessons. During the inspection, these included an excellent history lesson for Year 2 in which the quality of learning was excellent because the teacher had gone to such lengths to make the lesson meaningful for the pupils.
14. The quality of learning is good overall across the school because pupils feel secure and valued. This is because all pupils have very good access to all that the school provides. Pupils who speak English as an additional language receive additional help which enables them to achieve well. Many of them attain good standards because their learning is very well managed. In Years 5 and 6, pupils are placed in sets for English and mathematics based on their prior attainment. This means that learning activities can be targeted to the precise needs of different groups of pupils. This is raising standards. Pupils with special educational needs are identified early. They are provided with individual education plans which give them appropriate targets so that they can develop their knowledge, skills and understanding in short steps. This enables them to appreciate that they are making progress and encourages them to make further efforts. Class teachers work hard to ensure that these pupils make progress and they receive very effective help from all support staff.
15. Pupils' learning is managed very well because the school has very good assessment systems in place. Assessment and tracking procedures are being continually refined and developed. In English, mathematics and science, pupils' progress is assessed termly so that future learning can be planned by setting them targets for further improvement. Pupils are involved in this, and older pupils understand what level they are working at and what they need to do to achieve the next level. Other subjects are assessed at the end of units of work. There is now greater concentration on the development of skills in different subjects so that pupils can refine their skills and so

Pre-Publication Report

attain higher standards. Systems for assessing and tracking pupils' progress are now a strength of the school and pupils have a very good understanding of how to improve further.

16. The quality of teaching and learning in the Reception class is consistently very good and sometimes excellent. The teacher has high expectations for children's behaviour and learning and provides a wide range of very well-planned activities. Her clear and effective assessment systems ensure that all children achieve very well in all areas of learning. The high quality of her support assistant makes a significant contribution to the very good progress made by all children.
17. Throughout the school, support assistants are effective in promoting secure learning. They work largely, but not exclusively, with pupils who have special educational needs. Most show initiative in moving from one table to another to ensure that different groups of pupils are secure in their learning. However, in some classes there can be more than one support assistant while only one is shared between the Reception class and Year 1. This means that, in some lessons, the teachers in these two classes are trying to manage complex learning activities with no support, which has an adverse effect on learning.
18. Pupils' learning is now managed very well. However, they do not get enough opportunities to plan and organise their own learning and so to develop skills as independent learners. For example, in a history lesson in Year 6, pupils were given the task of researching some aspects of Ancient Greece. However, the books that they were to use were placed on their tables ready for them. They were given no opportunity to use investigative library skills. Further, timetable restrictions meant that they did not have the opportunity to use the Internet for this research. The school recognises that there is scope to develop pupils' skills as independent learners further.
19. The quality of teaching and learning has improved well since the school's previous inspection because staff have worked hard at it. This places the school in a good position to raise standards further.

The curriculum

The quality of the curriculum is good. The school provides its pupils with a good range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs. There are good opportunities for enrichment beyond class. Accommodation is adequate and resources are good.

Main strengths and weaknesses

- Provision of learning opportunities in the Reception class is very good.
- Provision for personal, social, citizenship and health education is very good.
- The provision for the support of pupils with special educational needs, travellers, and those who speak English as an additional language is very good.
- Good provision is made for the development of skills in literacy and numeracy through work in other subjects such as history and geography.

Commentary

20. The curriculum meets the statutory requirements to teach all subjects of the National Curriculum and religious education according to the locally agreed syllabus. The school's

Pre-Publication Report

curriculum has been successfully reviewed and improved in recent years. Teams of teachers are now responsible for developing the curriculum in every subject. Policies and schemes of work have been rewritten, based on the latest national guidelines, with additional features, that reflect the particular ethos of the school and the needs of its pupils. This is a good improvement since the previous inspection.

21. All pupils have full access to the curriculum and this is a good feature of the school. Pupils with special educational needs are very well supported so that they work alongside their friends as often as possible to take advantage of the curriculum offered. Provision for pupils with statements of special educational needs is very good. Where necessary, the curriculum is adapted to suit their needs so that targets in individual education programmes are met. Provision for supporting pupils with English as an additional language and pupils from travelling families is also very good. They are all very well integrated into the life of the school.
22. The school is implementing the established national strategies for literacy and numeracy very well. This results in pupils of all levels of attainment being provided with a good range of learning opportunities to develop their skills in these subjects. This is raising standards.
23. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all parts of the curriculum, including games. The school makes good use of visitors and visits to places of interest to enhance the curriculum. This is particularly effective in history and geography.
24. The curriculum provides pupils with many opportunities to develop positive attitudes. This has a significant impact on their behaviour and relationships throughout the school, and enhances the quality of learning. Health education, including sex education and guidance about the dangers of misusing drugs, is planned and taught well. Pupils are prepared well for transfer to secondary education.
25. The school has been actively involved in the Creative Partnerships initiative for some years to help pupils to learn through creativity. They have taken part in the local carnival, which enabled this school to work with other local schools. They have also worked with a professional storyteller, a photo-journalist and a film maker, making puppets, creating a story, making sets for filming, and creating a film which they were able to see in a local cinema. This work was used as a basis for report writing and letter writing in a school newspaper 'Clifton is the World'. A DVD of the 'Showcase Day' has been produced.
26. The range of extra-curricular activities available is good. Coaching and entry to competitions are provided for a variety of sports in partnership with a local sports college. There is an 'ICT' club for Year 6 pupils. In Year 6, pupils are taught French through a useful link with the local high school. Pupils get a range of opportunities in music, dance and drama.
27. The school is staffed by a dedicated and enthusiastic team of teachers and support staff who work together very well. All of these adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs. There are well-established arrangements for staff development, guided by the school's improvement plan. Lunchtime supervisors provide a good standard of care at midday and know pupils well. Lunchtime at Clifton Primary School is a very pleasant social occasion enjoyed by pupils. The kitchen staff know pupils well and provide them with a range of attractive and healthy meals. The caretaker and his team ensure a high standard of cleanliness. The quality and adequacy of the accommodation are satisfactory though some classrooms are rather small in size. However, the staff present attractive displays throughout the building and this creates a very pleasant and stimulating learning environment. Efforts have been made to improve the quality of the outside areas but vandalism still presents a problem. The resources for learning are good in all subjects. The school has a well-resourced information and communication technology suite and a library. Cumulatively, staffing, accommodation and learning resources ensure that teaching and learning can take place purposefully and productively. This aspect of the school's provision

Pre-Publication Report

has been very well managed in recent years with significant improvements to its quality and quantity.

Care, guidance and support

Pupils are cared for well and very good relationships promote a positive learning environment. Good systems are in place to support and guide pupils' academic and personal progress. Procedures to ensure that pupils work in a safe environment are good. Pupils' involvement in the school is good overall.

Main strengths and weaknesses

- Very good relationships ensure that all pupils are cared for individually and strategies to value pupils' views are generally good.
- Pupils' academic development is monitored very carefully to set targets for further improvement.
- The school's promotion of health and safety and systems for child protection are good.
- Induction arrangements to settle children into school are good.

Commentary

28. All adults in the school provide a friendly, supportive atmosphere in which pupils grow in confidence and self-esteem. Adults provide good role models for pupils. Throughout the school, pupils are friendly and supportive of others and a co-operative community atmosphere exists. Pupils with special educational needs are provided with appropriate guidance through the setting of clear targets and through very good relationships with staff. The school has good links with outside agencies, which are used when necessary to support these pupils. In lessons, all pupils' views are listened to carefully. The school council meets regularly and is developing as an effective means of improving the school and presenting pupils' ideas.
29. The school's very good assessment procedures are used effectively to guide all pupils in their learning promoting their good achievement. All staff have a very good knowledge of pupils' standards and, coupled with their very good relationships with pupils, this promotes a positive environment where pupils want to achieve. Marking is used effectively to guide pupils' learning. Older pupils have targets for improvement in literacy and numeracy in their books to help them to understand how to improve. Targets for pupils' personal development are clearly included in pupils' annual reports to parents. This attention to individual needs ensures that pupils make good progress. Pupils with special educational needs are supported very well to ensure that they, also, make good progress in their learning.
30. The school's promotion of a health and safe environment is good overall. Through work in science and personal, health and social education, there are good opportunities to ensure that pupils learn how to keep safe and healthy. In discussion, pupils were keen to mention how much they had learned about the harmful effects of smoking. The school has obtained a Healthy Schools Award, which reflects its keenness to promote healthy living. Internet safety is promoted well. The governing body fulfils its duty to monitor the premises appropriately. Child protection procedures are well known to staff and the school is diligent in monitoring the welfare of its pupils.
31. The school ensures that children enjoy a smooth introduction into the Reception class and good opportunities are organised to help them to settle into the school. The overwhelming number of questionnaires returned by parents show that they agree that procedures for induction are good. Pupils joining other year groups during the course of the year are linked to a 'class friend' initially and are successfully welcomed into the

Pre-Publication Report

school community. Learning support staff work closely with pupils new to the school to assess their individual learning needs. These procedures help children to make good progress in their learning from the time that they join the school.

Partnership with parents, other schools and the community

The school's partnership with parents is satisfactory. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents' views of the school are generally good.
- The school tries hard to involve parents in their children's learning.
- Links with neighbouring schools are good.
- Information for parents is good overall and keeps them well informed.
- The school welcomes community involvement in learning well.

Commentary

32. Parental views collected through the parents' meeting and questionnaires show that the majority are pleased with most aspects of the school. In particular, the overwhelming majority of parents feel that their children enjoy school, make good progress, are expected to work hard and are treated fairly. Inspection evidence supports these views. However some parents had concerns about pupils' behaviour and bullying. During the inspection pupils' behaviour in lessons and at lunchtime was generally good. In discussion, pupils felt that bullying was not a concern, although arguments, for example, over football, did occur. Pupils felt that any bullying that did occur was 'sorted out' effectively.
33. Although the school strives hard to involve parents in their children's learning by running workshops and courses, relatively few parents attend. Similarly, attendance at parental consultation evenings, although improving, is still disappointingly low, with only half of the parents attending generally. The school has in the past visited the travellers' site in order to review the progress of pupils with special educational needs. This illustrates the school's concern to involve parents in their children's learning. The school tries hard to compensate for lack of parental support, for example, for reading, by in-school strategies such as paired reading, focused reading sessions and support from local community volunteers.
34. Good links, including sporting competitions, exist with neighbouring primary schools. Various school cluster meetings promote the sharing of ideas and good practice between schools. The school has worked closely with other local primary schools to obtain joint funding for specific initiatives. Links with the neighbouring secondary schools to which most pupils transfer are good and are improving. For example, a teacher from that school visits weekly to introduce pupils in Year 6 to French.
35. The quality of the documentation that the school provides for parents is good. Pupils' annual reports are thorough; they include appropriately detailed information about pupils' progress and very clearly written targets for improvement. The prospectus and governors' annual report to parents provide clear and helpful information, although the reporting of attendance is unclear. Newsletters are sent out regularly. They provide useful information on school procedures, advance notification of activities and successfully celebrate events in school. There are termly opportunities for parents to discuss their children's progress. When required, the school uses local services to offer translation for families who do not speak English. The school has recently started to consult parents through a questionnaire to help to seek parents' views systematically. This good quality regular information ensures that parents are fully informed about school life.

Pre-Publication Report

36. The school has developed good links with the local community, which help to broaden pupils' experiences. The 'Pooh Bear Society' provides people from the local community to listen to pupils read. Many visits and visitors from the local community have enriched pupils' learning. Opportunities to use the local environment to enhance learning are exploited well. For example, during the inspection, pupils visited the local maritime museum. A creative partnership with industry project has been completed that helped to support pupils' oral and written English skills. Opportunities to develop wider international links have not yet been fully explored.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher and other key staff are providing very good leadership. Governance is good. The school deals with a high turnover of pupils very effectively.

Main strengths and weaknesses

- The headteacher is providing very good leadership and enabling the school to improve systematically.
- Subject management is very good and key staff are providing very good leadership in other areas.
- The school's very strong commitment to inclusion enables all pupils to have full access to learning.
- Governors have a good understanding of the school's strengths and areas for development and play an effective part in leadership and management.
- Finances are managed very well and the principles of best value are applied very successfully.

Commentary

37. The headteacher provides clear sighted and determined leadership. Over the last few years, she has successfully led the school out of special measures to a point at which standards have improved well and the school is in a good position to develop further. This has been achieved because she has analysed what the school needed to do to improve and then set about planning to meet these targets systematically. This has involved creating a climate in which the school has high expectations for pupils' behaviour and effort and provides support to enable all pupils to meet these high expectations. This is now an effective school because strategies have been introduced to address its remaining weaknesses.
38. A key element in the headteacher's strategy has been to develop other staff. Teachers and support assistants are fully committed to raising standards and have worked hard to achieve this. The professional development of staff has been a high priority and both teachers and support assistants have developed their skills to help the headteacher to fulfil her vision for the school. Essentially, this is to enable all pupils to achieve their potential academically while developing into confident and caring young people, able and willing to take their place in the world. Because all adults in the school support this vision, there is clear evidence of it being practised throughout the school.
39. One initiative has been to create teams to manage and lead subjects. These teams include both experienced and relatively new teachers. Subjects are now being led and managed effectively, with a number of relatively new staff providing very effective support. The Foundation Stage is now being led and managed very well and children are achieving very well. The provision for special educational needs is being managed

Pre-Publication Report

very well. The special educational needs co-ordinator works closely with other staff and provides very effective support for pupils. As a result, they make progress at the same rate as other pupils. The deputy headteacher is providing very good support, not least in her management of the school's assessment procedures. Support assistants are very effective in class and also in the roles that they play in the whole school. For example, one is exploring the possibility of introducing the 'Investors in Pupils' initiative into the school, while she and a colleague have introduced an initiative to manage behaviour outside the classroom which involves pupils. This unity of purpose among all adults in the school is helping to raise standards.

40. Pupils are encouraged to do their best and to have very positive attitudes to learning because the school has inclusion as a high priority. All pupils feel secure and valued in the school because they are appreciated for what they can contribute. All adults in the school take great care to include all pupils in the school's activities so that there is very good access to learning and equality of opportunity. This helps the school to manage the high turnover of pupils. New pupils joining the school during the course of the year are welcomed and made to feel part of the school so that they can quickly concentrate on learning and so achieve well.
41. Governors have given the school effective support as it worked to get out of special measures. They ensure that the school meets its legal obligations and have a secure understanding of its strengths and areas for development. Governors play an appropriate role in the strategic management of the school and their minutes demonstrate that they have a clear grasp of current issues. They are effective in their role as 'critical friend' to the school and share the headteacher's vision for the school's future.
42. Governors play an appropriate role in managing the school's finances. The school improvement plan is initiated by the headteacher after full discussion and the finance committee of the governing body plays its part in identifying funds to support the priorities included in the plan. Finances are managed very efficiently on a day-to-day basis by the visiting bursar and the school's administrative officer. The school's accounts were audited in November 2003 and the report judged that the school's procedures had no significant weaknesses. Its four minor recommendations for improving procedures have all been implemented. The principles of best value are applied very effectively and the school produces an annual evaluation of the extent to which best value has been achieved. The school runs smoothly and its routines are straightforward and understood by all.

Pre-Publication Report

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	584,334	Balance from previous year	43,414
Total expenditure	584,360	Balance carried forward to the next	43,388
Expenditure per pupil	3,894		

43. The above average carry forward figure has been used to upgrade the school's information and communication technology facilities and to maintain staffing levels. This is good use of these resources.
44. Given pupils' good achievement, their good personal development, the good quality of teaching and learning and very good leadership and management, the school is giving good value for money in spite of its above average costs per pupil. This is because of the headteacher's perceptive and rigorous but caring leadership and the very good support that she receives from her deputy and all adults in the school. This commitment is placing the school in a good position to improve further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. The overall provision for children in the Foundation Stage is very good and this is a strength of the school. All the children achieve very well. This is because of their very good attitudes to learning and the very good standard of teaching. Expectations are high and no opportunity for learning is missed. Children form very good relationships both with each other and with adults. The general standards on entry to the Reception class are well below average although they cover a wide range of ability. The curriculum is very well balanced and is planned to provide a wide range of interesting and relevant activities, which are very carefully matched to children's needs. Assessment is continuous and very thorough and is used very effectively to plan the next tasks. The teacher agrees that the acquisition of a digital camera, which is specific to this class, would provide a useful and immediate source for recording what children do, as well as extending their experience in information and communication technology.
46. The leadership of the Foundation Stage is very good and this is enabling all children to achieve very well. The provision has improved since the school's previous inspection. No children with special educational needs have been identified in the Reception class.
47. The lack of a specific outdoor provision was an area of weakness at the time of the previous inspection. There is one now, although it is still in the process of development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children are strongly encouraged to work and play together because teaching is very effective.
- Children make very good progress developing their personal and social skills.
- Children have positive attitudes and behave very well.

Commentary

48. Many children enter the Reception class with personal, social and emotional skills which are below average; although most relate easily to others. Opportunities are provided in the Reception class to ensure that children continue to develop these skills, so that by the time they reach Year 1, most children work and play happily together. They co-operate and take turns, behaving in a socially acceptable way. Resources are used effectively to promote children's personal and social skills, and they continue to develop their independence and responsibility through the tasks provided. Children are given ample opportunities to choose their own activities and resources. Because of these strengths, the indications are that children make very good progress and most, if not all, will achieve the early learning goals in this area by the time that they are ready to enter Year 1. This is because adults work very well together to encourage social skills.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Pre-Publication Report

Main strengths and weaknesses

- Children achieve very well because of the generally very good quality of teaching where no opportunity for learning is missed.
- Books are taken home regularly, although many children receive little support from adults.
- Children have very positive attitudes and often show great enthusiasm.
- Assessment in all areas of learning is very good, being continuous and thorough. This is used effectively to plan the next stages of learning.

Commentary

49. Speaking and listening skills on entry to the Reception class are generally below average for children of this age. Very good progress is made as children continue to work and play with others, talking about what they are doing. Children enjoy listening to stories and respond eagerly. A wide range of opportunities is provided for speaking and listening. These are reinforced by singing and children join in a range of songs with great enjoyment. By the time children are ready to enter Year 1, their speaking skills are in line with the national average.
50. When they start school, many children already have some knowledge of books. They quickly improve this knowledge and all understand how books 'work', knowing that print carries meaning. Some want to tell the stories themselves, often with great enjoyment. Books are taken home regularly although, in some cases, support from a parent/carer is limited. There is a book area where children go to read and they enjoy talking about books made in the class, which include pictures of themselves and their friends. Letter recognition and sounds are taught and reinforced very effectively. Children are given numerous tasks which develop their writing appropriately.
51. Elements of the National Literacy Strategy are used very well, and phonics and letter formation are taught very effectively. Both the teacher and her assistant have very high expectations, and, by the time that children leave the Reception class, most achieve the expectations of the early learning goals for communications, language and literacy.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the generally very good quality of teaching by all adults.
- Assessment in all areas of learning is very good, being continuous and thorough, and this is used very effectively to plan the next learning tasks.

Commentary

52. Many children have a poor early understanding of numbers when they begin school. By the end of their Reception year, although most count to ten, few attain the early learning goals for mathematical development. Well-planned activities ensure good quality learning. Children count upwards and back, gaining greater confidence and

Pre-Publication Report

understanding of numbers. They continue to develop an understanding of shape, size and position – using words such as ‘smaller’/‘larger’ and ‘more’/‘less’ and different directions - rather than ‘that way’. As they become more confident with number, many children show early signs of developing mathematical ideas and methods to solve practical problems.

53. Once more, very good teaching by all adults and the well-focused activities ensure that each child makes very good progress. Very effective day-to-day assessment helps to plan suitable activities for the following sessions. However, by the time children are ready to enter Year 1, their mathematical skills are still below average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children achieve very well because of the very good quality of teaching.
- A wide range of activities are provided.
- Children’s attitudes are very positive and most are developing independence.

Commentary

54. Most children enter the Reception class with little knowledge of their local area and of the world at large. A number of activities foster learning in this area. Children select resources on their own, and most use them with care. The overall quality of teaching by all adults is very good, and the range of activities provided for children are fully focused to ensure learning. Children are introduced to a wide range of experiences to widen their understanding. They explore the environment through visits within the local area. Children use a computer and programmable toy effectively to develop a wide range of skills such as using the mouse and saving their work. They are beginning to appreciate the nature of the world and to understand that we have a recent and more remote past. By the time that children are ready to enter Year 1, very good progress has been made, although their knowledge and understanding of the world remains below average.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- A good range of activities is provided to develop children’s physical skills.
- Staff focus very well on tasks which encourage and support learning.
- Very good relationships help to develop children’s self-confidence.

Commentary

55. Children enter the Reception class with below average skills in physical development. Throughout their time in the Reception class, they improve their awareness of the needs of others and of the space around them. Children climb and balance with confidence. Opportunities are provided for the development of small-scale skills through the use of writing implements, brushes, scissors and tools. Children are interested in what they do, and many show good levels of concentration. For example, an excellent lesson was seen where children

Pre-Publication Report

used musical instruments to accompany a song. Here every child was fully included and all showed very good co-ordination for their age. Very good teaching resulted in very good achievement. Praise reinforces learning effectively and boosts children's confidence so that most are likely to achieve the early learning goals in this area by the time they enter Year 1.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the very good quality of teaching by all adults.
- Children have very positive attitudes to learning.

Commentary

56. Many children enter the Reception class with poorly developed creative skills and imagination. Throughout their time in the Reception class, they make very good progress in their learning because teaching is very effective. Opportunities are provided for children to take part in an extensive range of creative activities. They sing with enthusiasm and develop confidence through opportunities for role-play, some self-initiated. They paint, weave and make collages. Most lessons have pace and enthusiasm, and children enjoy their learning. As a result, all children achieve very well, but many still leave the Reception class below average in this area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The subject is very well managed and interesting activities have been introduced to raise standards.
- The quality of teaching is good and is gradually improving standards.
- While there are many examples of good imaginative and creative writing, pupils make too many spelling and grammatical errors.
- Other subjects are used well to develop literacy skills.

Commentary

57. Pupils enter the schools with literacy levels which are well below average. In particular, their vocabulary and ability to express themselves is very limited. This weakness is reflected in the standards obtained in the national tests at the end of Year 2 in 2004. In reading and writing, attainment was in the bottom five per cent of all schools in the country and well below the average attained in schools which draw their pupils from similar backgrounds. In contrast, at the end of Year 6 in 2004, standards in the national tests were above the national average and above those attained in similar schools. This group of pupils achieved very well in the school and made very good progress.

Pre-Publication Report

58. Standards seen in lessons and an analysis of completed work show that attainment in Year 2 has improved markedly and is now just below average, representing good achievement. The present Year 6 has a high proportion of pupils with special educational needs. This means that standards in English are likely to be lower in the national tests at the end of this school year, but are still likely to be average. This represents very good achievement across the school.
59. The subject is now led and managed very well by a staff team. The team leader recognises that standards would not improve unless pupils could say what they felt. The school therefore initiated a number of activities to improve pupils' spoken English. For example, there is frequent paired discussion in lessons with partners, so that pupils develop the ability to articulate their ideas. As a result, pupils now talk confidently and listen well. These initiatives have also improved pupils' reading.
60. Improved use of vocabulary has also resulted in higher standards of writing. Pupils are capable of imaginative and sensitive writing. For example, higher attaining pupils in Year 6, in character descriptions, used some very effective descriptive language such as 'dazzling eyes', 'dark and evil mind', 'damp hair, jet black, filthy like a mud pit'. However, throughout the school, for pupils of all abilities, effective writing is marred by an above average number of spelling and grammatical errors. Some of these reflect local speech, for example, 'they was....'. The school appreciates that these errors need to be reduced if standards are to improve further.
61. Standards are rising because the quality of teaching is good throughout the school with examples of very good teaching in Years 5 and 6. Throughout the school, teachers plan to broaden pupils' knowledge and understanding from levels which are well below average. For example, in a Year 1 lesson on traditional stories, about one third of the class had not heard of 'Jack and the Beanstalk'. Progress is held back because pupils have little background knowledge and understanding. Even so, by Year 2, pupils are developing a secure understanding of how to structure words. For example, they know that the letters 'o' and 'u' had to be combined to spell loud, and they know that adding 'ed' to a verb created the past tense. By Year 6, they know how to structure a story in their writing and are very keen to contribute to all phases of the lesson. Throughout the school, good teaching challenges all pupils, including those who speak English as an additional language and who have special educational needs, well. As a result, they are keen to contribute to all aspects of the lesson.
62. The school has identified what it needs to do to raise standards. Effective teaching and very good subject leadership have put it into a good position to do so. Provision has improved well since the school's previous inspection.

Language and literacy across the curriculum

63. Good opportunities are created to enable pupils to develop their literacy skills in other subjects. In most lessons, discussions in pairs help pupils' speaking and listening skills. They are given opportunities to read aloud, and writing is practised in subjects such as geography, history and religious education. Opportunities are created to use initiatives to raise standards in English. For example, the theme selected for this year's work with Creative Partnerships is 'emotional literacy'.

MATHEMATICS

Provision in mathematics is **good**.

Pre-Publication Report

Main strengths and weaknesses

- The overall quality of teaching and learning is good and, as a result, pupils achieve well.
- Pupils have very positive attitudes to learning and behaviour is good.
- The quality of assessment is very good and this is used very effectively to plan suitable work for all pupils.
- Targets are set and pupils know what they must do to improve.
- The leadership and management of the subject are very good.
- There has been a considerable improvement since the previous inspection.

Commentary

64. Work seen during this inspection shows that the overall standards for pupils in Year 2 are below the national average. However, this represents a good improvement over the past year, when standards were very low. By Year 6, standards are generally average. All pupils achieve well. At the end of Year 6, the 2004 national tests showed pupils' standards of attainment to be well above the national average, while those at the end of Year 2 were very low. Over time, boys attain higher standards than girls. There has been considerable improvement since the previous inspection, including standards, the quality of teaching and the quality of subject leadership.
65. The standard of teaching is generally good and no unsatisfactory teaching was seen during the inspection. In all lessons observed, all pupils, including those with special educational needs, were given work that was planned effectively to ensure good progress in their learning. Traveller children receive very good support and they are included fully during lessons. The overall quality of assessment is very good and enables learning tasks to build on existing levels of understanding. Support assistants play a positive role within many classrooms, and are fully committed to raising achievement. The quality of marking is good and helps pupils to progress. Targets are set and are known by the pupils, so that they understand what they must do to improve.
66. Pupils' attitudes are generally very good. Because they are taught well, they are interested in the subject and most try hard. Relationships are strong and pupils grow in confidence. Pupils co-operate and work very constructively together, and opportunities are provided in most lessons for them to share ideas and learn from each other. The use of 'talk partners' is very effective in extending pupils' involvement through giving everyone opportunities to contribute by sharing ideas.
67. The leadership and management of the subject are very good and all in the subject team are working to improve standards, especially by the end of Year 2. The quality and quantity of resources are good. Although not a weakness, the use of information and communication technology is an area for further development.

Mathematics across the curriculum

68. Numeracy is developing appropriately in other subjects. Examples include a time-line in history, graphs and tables in science, measuring in design and technology, and the use of spreadsheets in information and communication technology.

SCIENCE

Pre-Publication Report

Provision in science is **good**.

Main strengths and weaknesses

- Achievement is good across the school, reflecting good progress from year to year.
- The school develops pupils' skills of scientific investigation and understanding of scientific method very effectively.
- Pupils' very good attitudes have a positive effect on achievement.
- The co-ordinating team provide good leadership and management.

Commentary

69. Pupils acquire a sound understanding of a wide range of topics and are now achieving well. This is particularly noticeable in the younger pupils. Many pupils enter the school with low levels of vocabulary and understanding and this restricts their skills in written work. However, an analysis of pupils' work shows that pupils in Years 1 and 2 are making significant improvements in science. The school has set very challenging targets for the present Year 6 pupils, who are working hard towards reaching them. In spite of the fact that there are a significant number of pupils with special educational needs in the class, the majority of pupils in Year 6 are working hard to attain average national standards. Pupils in Years 3 to 6 have a good understanding of a wide range of topics and a good grasp of the requirements that make a 'fair test'.
70. Good teaching and learning ensure that pupils are enthusiastic about their work and learn well. Teachers plan lessons well and are very careful to cater for pupils of different ability. Teachers explain topics carefully so that pupils can begin their experiments with confidence. Pupils enjoy the subject and work hard because teachers make learning interesting and exciting. They respond well to the challenging activities presented for them and the majority achieve well in lessons. Teachers are very aware of all safety issues. They provide many opportunities for pupils to work collaboratively in pairs and small groups. This has a significant impact on behaviour and relationships, which were very good in all science lessons observed.
71. Teachers give good attention to developing learning through investigation. Pupils carry out their experiments carefully and discuss their results with developing understanding. In all science lessons, teachers give pupils many opportunities for discussion, making sure that pupils with special educational needs and those who speak English as an additional language are given equal opportunities to contribute. This is part of the school's initiative to improve pupils' literacy skills and is having a significant impact on their attainment. For example, during the inspection, pupils in a Year 6 lesson discussed their ideas very sensibly with a partner.
72. Pupils' behaviour is managed very well and praise is used successfully to encourage them, which helps to raise their self-esteem when they are carrying out experiments. Teachers are developing the use of scientific vocabulary well and making effective use of mathematical skills to support learning. Pupils often present their results in charts, tables and graphs. Pupils with special educational needs are very effectively guided by support assistants so that they are fully involved in all scientific activities. The use of information and communication technology to help pupils' understanding of science is improving. The recent improvements to resources in information and communication technology are giving teachers opportunities to make more use of it in the future. The

Pre-Publication Report

majority of pupils take care to present their work as neatly as possible though some pupils find difficulty in spelling scientific words correctly.

73. The subject leader took up the responsibility for science at the beginning of the school year. She leads the subject curriculum team very well. She is knowledgeable about science and has a good awareness of the strengths and weaknesses in the subject. Very good assessment systems are now in place, which help teachers to know how pupils are progressing. Resources in the subject are good and well organised. The subject has improved well since the previous inspection. The school is now in a good position to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Strong leadership has had a positive effect on improving the quality of provision.
- Pupils throughout the school achieve well and standards are now reaching the national expectation.
- Teaching is good and teachers are confident about the areas of ICT that they need to teach.
- Resources are much improved and allow staff to teach a full and wide curriculum.

Commentary

74. The school has improved significantly since the previous inspection. Standards are better, the quality of teaching and learning is good, and the full curriculum for ICT is now taught. There has been a strong response to the key issue of the previous inspection requiring improvement in ICT. Most classrooms have been fitted with computer-driven whiteboards, which teachers now use well to enhance pupils' learning.
75. All pupils, including those with special educational needs and those capable of high levels of attainment, now achieve well across a very broad range of work in ICT. Standards now meet expectations in Years 2 and 6. A few higher attaining pupils are working at a level above that expected for their age. For example, pupils in Year 6 are learning how to use 'PowerPoint' to present their autobiographies. They show great enthusiasm for work with computers and are well supported by appropriate learning tasks and the good skills of teachers and support assistants. Those who are learning English as a new language also achieve well. These pupils get instant feedback from the computer about their achievement and this is a further stimulus to their efforts. A particular success of the school is its creative approach to work across the full range of National Curriculum subjects. Since the previous inspection, teachers have become enthusiastic about teaching ICT and now have good levels of skill which act as a strong stimulus to pupils' learning. For example, pupils in Year 6 worked in the computer suite to produce individual newspaper reports on 'Theseus and the Minotaur'.
76. The school is making sound use of its computer suite, although, as yet, it is underused in the morning sessions. The subject leader has planned effective training for staff and good provision of new computers and software has enhanced the school's broad and

Pre-Publication Report

balanced curriculum. Very good leadership has contributed a great deal to the school's recent success in this area of school life. The co-ordinator provides a lunchtime ICT club for Year 6 pupils who enjoy this added opportunity to extend their computer skills.

Information and communication technology across the curriculum

77. ICT is now increasingly used to support learning in a number of curriculum areas. It features regularly in teachers' planning, which is helping to improve pupils' subject knowledge and ICT competences. Significantly improved resources enable pupils to carry out research in history and geography.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- There is good coverage of the curriculum, which makes effective use of the locality.
- Teaching is good and builds up pupils' knowledge and skills systematically.
- Pupils are very enthusiastic and enjoy geography; they achieve well.
- There are good opportunities for pupils to practise their literacy and numeracy skills.
- Leadership and management of the subject are very good.

Commentary

78. From lessons observed and an analysis of pupils' work, indications are that pupils achieve well throughout the school and standards are typical of those found in most schools in Years 2 and 6. There has been a complete review of the subject by the new co-ordinating team and this has improved the opportunities now available to pupils to carry out work in greater depth. For example, pupils in Year 6 effectively linked their study of the water cycle to science by investigating how animals and birds survive in desert regions, how water passes through the human body, and how plants use water.
79. The subject is taught well. In a good lesson about mountain environments observed in Year 5, for example, the teacher had provided very good resources, which captured the pupils' interest immediately. The school's initiative in encouraging discussion at every opportunity to help to raise standards in literacy is used well in geography. After discussing the photographs with their 'talking partner', pupils were able to comment on mountain ranges and different environments in several parts of the world as well as in Britain.
80. All pupils, including those with special educational needs, achieve well. Younger pupils contrast their home environment with that of a fictitious island in Scotland. They have made good use of the school's digital camera, taking photographs of their visits to the local area to include in their report on traffic problems. Older pupils have carried out a survey of the local public's opinion on environmental issues and other problems in the local community. These helped to develop their understanding of citizenship. Literacy and mathematical skills are used to good effect in the subject as pupils present their written work and produce graphs and charts as they study the weather in different parts of the world.

Pre-Publication Report

81. Leadership and management of the subject are now very good. The co-ordinator leads the management team very well and there has been significant improvement in this area of the subject since the previous inspection. Resources are good. Now that resources in information and communication technology have been upgraded, the school plans to use them more systematically to carry out research and present results in geography.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils benefit from a good curriculum, which encourages them to develop a thoughtful approach to the subject.
- Pupils enjoy the subject and achieve well.
- There are good opportunities for pupils to practise their literacy skills in history.
- The subject is well led and managed.

Commentary

82. Observations of lessons and an analysis of work both in books and on display indicate that pupils achieve well and that standards are similar to those found nationally. In an excellent lesson in a Year 2 class, pupils could remember many historical facts about Samuel Pepys and The Great Fire of London from a film that they had seen the week before. They had been thrilled by a visit from an actor dressed as Samuel Pepys. Pupils were given the opportunity to dress in clothes of the style seen on the film and this added to their interest. They described these clothes accurately and analysed the differences between them and the more modern clothes that they were wearing. They tried to understand why Samuel Pepys wrote in code and enjoyed making a code of their own. Before attempting their written work pupils worked in pairs, each one pretending to be a servant who had escaped from the fire and the other listening to the exciting adventure.
83. Overall, teaching is good and in one lesson it was excellent. Teachers make lessons interesting and keep pupils' attention with well-prepared activities. Teachers make very good use of praise and encouragement. This helps to boost pupils' self-esteem. Good use is made of visits to local places of historical interest, for example, the Maritime Museum, Wilberforce House, The Victorian Buildings Exploration, and Hull museum. There are many interesting displays of pupils' research in history around the school. For example, Year 5 pupils' work on the Everyday Lives of Children in Victorian Britain was particularly good. In conversation, pupils were keen to discuss all that they had learned from their research.
84. The subject is led and managed well. Weaknesses identified at the previous inspection relating to the co-ordination of the subject have been fully addressed. The subject is now co-ordinated by a team of teachers. They have a good understanding of the standards that pupils achieve in the subject. Resources have been improved and are now good. Pupils' use of information and communication technology for research and recording is improving as their information and communication technology skills become more proficient.

Pre-Publication Report

Religious education

Provision in religious education is **sound**.

Main strengths and weaknesses

- Pupils have good attitudes to the subject, which make a positive contribution to their spiritual, moral, social and cultural education.
- Pupils' own experiences are valued.
- There are useful displays around the school which enhance pupils' knowledge of different religions.

Pre-Publication Report

Commentary

85. The two lessons observed during the inspection show that the requirements of the locally agreed syllabus are fully met. Achievement throughout the school is satisfactory and standards match the expectations of the agreed syllabus. Learning in religious education reinforces pupils' spiritual, moral, social and cultural development well. Discussions in lessons enable pupils to discuss their own experiences and are valued as a contribution to learning.
86. Displays of pupils' work show that good opportunities are created to develop pupils' understanding of different religions. Examples of this include 'The Journey of Life' by pupils in Year 6, which covers Christianity, Judaism and Sikhism, a display on 'Peace' by pupils in Year 5, and one on Hanukah by pupils in Year 2. These pupils have also looked at weddings and have recorded their work with an attractive and interesting book of photographs
87. The subject benefits from sound leadership and management and the quality of teaching is sound overall. This is an improvement since the previous inspection. The quantity and quality of resources are good. There is a good range of visits to enrich the curriculum and extend pupils' appreciation of other religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

88. Many areas have attractive and interesting displays of pupils' work which show that they have a good range of learning experiences in **art and design**. These include portraits in the style of Van Gogh and Modigliani and still life drawings of containers by pupils in Year 5. Useful links are made where relevant with other subjects, including information and communication technology, for example, in wrapping paper designs in Year 4, and with literacy links in 'How to make a winter picture' in Year 2.
89. In **design and technology**, displays around the school and pupils' work show that pupils plan and make models which reflect their levels of skill and understanding. For example, pupils in Year 5 have designed and made bridges, and those in Year 2 have combined their topic with geography, by making glove puppets linked to the 'Katie Morag' stories. There is evidence that pupils are accustomed to planning, designing, making and evaluating the models that they have made.
90. In **music**, whole school singing in assemblies is satisfactory. Pupils sing enthusiastically, but a number find it difficult to hold the tune. Pupils have opportunities to learn to play brass instruments, and older pupils take part in the Hull Singing Festival. Opportunities are made for pupils to perform using music in class assemblies and in performances at Christmas, Easter and in the summer. There are good opportunities in creative arts activities to combine music with drama, dance and poetry. Composition opportunities extend to other areas of the curriculum; for example, writing songs for puppets to perform. There are opportunities to combine music with drama in singing games in 'golden time'. The subject is well resourced, including some instruments representing other cultures such as African rain sticks.
91. The school benefits from a partnership with a sports college which helps staff development in **physical education**. The college provides coaching in different games such as hockey, basketball, and soccer for different age groups and then organises inter-school competitions. All pupils in Year 4 have lessons in swimming, but only about 75 per cent swim 25 metres by the time that they leave the school, which is

Pre-Publication Report

below average. There are some opportunities for outside coaching and some pupils have opted for ice-skating as their 'golden reward'.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, health and social education and citizenship is **very good**.

Main strengths and weaknesses

- Leadership is very good; the provision in personal, health and social education and citizenship is central to the school's ethos.
- All staff provide good support to pupils' personal development through their own conduct and very good relationships.
- Pupils learn about a healthy lifestyle through science and physical education lessons.
- Pupils have a good understanding of environmental issues through science and the school's attempts to improve the local area.

Commentary

92. The school makes very good provision for the teaching of personal, health and social education and citizenship. There is a written policy and a scheme of work which bring together all aspects of the subject. There are good arrangements for pupils to work collaboratively and to share equipment. There are satisfactory opportunities for pupils to take responsibility, as members of the school council, acting as monitors, and looking after younger children. There are planned occasions such as whole class discussions or morning worship, where pupils discuss social and moral issues, talk about feelings, and consider dilemmas.
93. There is good emphasis on healthy eating initiatives and on environmental issues because the quality of teaching and learning is very good. Very good systems are in place to boost the confidence of those pupils who find learning difficult or have low self-esteem. All these factors are having a positive impact on learning and pupils' personal development. Standards are above those expected and pupils achieve very well in this area of the curriculum.

Pre-Publication Report

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	4
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	4
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	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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