

# INSPECTION REPORT

## **SUTTON PARK PRIMARY SCHOOL**

Sutton Park, Hull

LEA area: Hull

Unique reference number: 117900

Headteacher: Mr G Groom

Lead inspector: Mr R Gill

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> June 2005

Inspection number: 268015

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	351
School address:	Marsdale Sutton Park Hull
Postcode:	HU7 4AH
Telephone number:	01482 825502
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Noddings
Date of previous inspection:	15 <sup>th</sup> March 99

## **CHARACTERISTICS OF THE SCHOOL**

Sutton Park Primary School is situated to the north of Hull city centre serving an area of mixed housing within which there is a significant level of deprivation. Most of the 351 pupils come from the immediate locality, but a few travel from further afield. The proportion of pupils who have special educational needs is similar to that found nationally overall, but in some year groups the proportion is well above that found nationally. There are four pupils with a statement of special educational needs, which is about average. The vast majority of the pupils are from families of white British heritage and only two pupils are learning English as an additional language. When they start school, children's attainment is generally well below that of most children of their age. This has changed from a mainly average profile in 1999. The school received Investor in People and an International School Award in 2003. It received School Achievement Awards in 2001, 2002 and 2003. It is part of a government initiative entitled Creative Partnerships and is linked with schools abroad through the Comenius Project. Local contacts are fostered, and the curriculum is developed, through a Network Learning Community and the School Sports Co-ordinator Project. Since the last inspection, the school's buildings have largely been replaced and a new deputy headteacher has been appointed. The school has suffered recently from staff absence and illness in the Foundation Stage.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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8988	J Cross	Lay inspector	
19041	R Linstead	Team inspector	English Religious education Geography History
16761	M Hemmings	Team inspector	Science Information and communication technology (ICT) Design and technology Special educational needs
30362	J Henshaw	Team inspector	Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school with some outstanding features.** Very good teaching and learning ensure pupils achieve very well. Standards in Year 6 are below average in English, but are average in mathematics and science. Nevertheless, pupils achieve very well because the school overcomes the barriers of high proportions of pupils with special educational needs and late entrants, many of whom have behavioural difficulties. In Year 2, standards are above average in all three subjects. Very good leadership and management create a school in which pupils' personal development and ethos are as successful as academic achievement. The school provides very good value for money.

#### The school's main strengths and weaknesses are:

- Excellent leadership by the headteacher has transformed the school radically.
- Pupils' desire to learn is stimulated by a superbly enriched curriculum.
- Teaching is very good, but not yet systematic enough in the way that it develops pupils' skills in speaking.
- The school includes all pupils extremely well within a very caring and supportive ethos.
- Collaboration with other schools and colleges nationally and internationally is outstanding.
- Parents and links within the community contribute greatly to pupils' development.

The school has improved very well since its last inspection in March 1999. Its accommodation has been revitalised. There are many new classrooms, which have replaced old and dilapidated facilities, that enhance pupils' learning. Standards in information and communication technology (ICT) and mathematics have been raised very well. Pupils' spoken English has improved well despite the reservations about the consistency with which it is taught. The governors have very comprehensive plans of action, based on wide ranging discussions, which are monitored closely.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	D	D
Mathematics	A	A	C	B
Science	A	A	B	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.*

**Pupils' achievement is very good.** The national tests results of 2004 for pupils in Year 6 were average when results for English, mathematics and science were combined. Overall, pupils achieved very well compared to those in similar schools. Pupils' achievement is successful despite the increasing trend for the school to admit significant numbers of pupils into Years 5 and 6 many of whom find it difficult to behave well. By the end of Year 2 in 2004, results in reading and writing were average and in mathematics were well above average.

The judgements made during the inspection show that currently:

- children in the Foundation Stage are not on course to reach the nationally expected levels, but achieve well from a well below average starting point;
- standards in reading, writing and mathematics are above average in Year 2 and achievement is very good;

- standards in Year 6 are average in mathematics and science, but below average in English. Nevertheless, pupils achieve well in English and very well in the other two subjects;
- pupils achieve very well, throughout the school, in ICT, music and physical education.

**Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good.** Attitudes and behaviour in lessons are very good: pupils respond very positively to the school's climate. The school's inclusive and creative ethos is very influential on pupils' personal development. Attendance is average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching and learning are very good.** Teaching is good in the Foundation Stage despite temporary staffing difficulties. Teaching in Years 1 to 6 is very good because it utilises the school's innovative curriculum very well to stimulate pupils' desire for learning. The very small amount of unsatisfactory teaching is caused by occasional slips in management rather than inherent weaknesses. Pupils are given plenty of chances to speak in many lessons, but teaching about how to improve the quality of their speech is not consistent throughout the school. The assessment of pupils' work is good. The school looks after pupils very well. It works very closely with parents, the local community and schools abroad to enhance pupils' achievements. The curriculum is very good, and activities designed to broaden pupils' experiences are first rate. The accommodation is good and lessons are well resourced. The very well co-ordinated work of teaching assistants has a very positive effect on pupils' learning, particularly on the learning of those with special educational needs who achieve very well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The lead given by the headteacher in improving the school has been excellent. The headteacher, staff and governors have worked very well as a team to improve pupils' learning by creating a lively and engaging curriculum. Pupils' achievement has improved enormously because planning for success has been painstaking and teaching has been strengthened so well. Subject leaders have had a powerful impact on developments through insightful analysis and energetic involvement. Governance is very good. The governing body fulfils its statutory duties and ensures that the school includes most successfully all pupils and promotes racial equality well.

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

Parents are pleased with the school. They appreciate, justifiably, the way that their children are cared for and make very good progress. Pupils have a very good opinion of the school and talk with great confidence about their work and personal development. They rightly feel that they are treated as valued individuals.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- teach pupils, in a more systematic way, how to talk fluently about their learning.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

By the end of Year 6, standards are broadly average and this represents very good achievement overall. Attainment in Year 6 is currently below average in English, but average in mathematics and science. Pupils achieve very well in mathematics and science and well in English. They use their skills in English, mathematics and ICT well across the curriculum. By the end of Year 2, standards overall are above average and pupils are achieving very well to reach these levels. Children in the reception class are not on course to meet nationally expected levels, but they are making good progress and achieving well.

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

- Pupils' achievement has improved very well since 1999.
- Standards in Year 2 are above average in English, mathematics and science.
- Standards in ICT have improved very well and well in design and technology since the last inspection.
- Attainment in physical education and music is well above average.
- Pupils who have special educational needs and those with gifts or talents achieve very well.
- Achievement in the way pupils speak about their learning could be improved.
- Limited resources in the Foundation Stage restrict achievement in physical development.

#### **Commentary**

1. In 2004, pupils' attainment, as indicated by national test results, at the end of Year 6 was average overall. Results were average in Year 2 and pupils achieved satisfactorily compared to those in similar schools. By contrast, pupils in Year 6 achieved well above those in similar schools partly because the significant proportion of late entrants into Year 5 and Year 6, who were not at the school in Year 2, made such good progress. The trend, in relation to year-on-year improvement, since the last inspection, is for pupils in Year 2 to be above the national trend and for pupils in Year 6 to be in line with it. However, Year 6 results were improving rapidly, since the time of the last inspection, until 2004 when a high proportion of pupils who had special educational needs appeared to slow the pace of improvement down. They did in fact achieve very well, despite not always reaching the nationally expected level.
2. Currently, standards and pupils' achievement in Year 2 and Year 6 reflect the rapid improvements made in the quality of teaching. Pupils are now achieving very well overall throughout the school. Achievement is good in English by the end of Year 6. There is a high proportion of pupils who have special educational needs in Year 6 who do not quite reach the nationally expected level for their age. Nevertheless, they and others throughout the school make very good progress and achieve very well in relation to their prior attainment.

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

Standards in:	School results	National results
reading	16.0 (16.5)	15.8 (15.7)
writing	14.5 (15.7)	14.6 (14.6)
mathematics	17.4 (17.7)	16.2 (16.3)

*There were 46 pupils in the year group. Figures in brackets are for the previous year*



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

Standards in:	School results	National results
English	25.8 (27.5)	26.9 (26.8)
mathematics	27.4 (29.2)	27.0 (26.8)
science	29.7 (30.0)	28.6 (28.6)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils are achieving very well in English in Years 1 and 2 because advances in the provision for reading have been substantial and writing is so well planned to capitalise on the exciting events in the curriculum that have been devised since 1999. By the end of Year 6, achievement is good in relation to the larger than average proportion of pupils who have special educational needs, pupils with behavioural difficulties and many late comers to the school.
4. Pupils speak about the content of their work with confidence, but standards in the fluency and precision of their speech could be higher. Moreover, they are not yet involved often enough in discussing how well they have done and what they could do to improve even further, in relation to any targets set for them. Teaching in outstanding lessons promotes this kind of dialogue, but this is not common enough throughout the school. This relative shortcoming applies to English and to all other subjects.
5. Pupils in Year 6 are currently achieving very well in mathematics. This is because teachers have maintained their concentrated attention on calculation and arithmetic, but broadened the curriculum to include problem solving and plenty of practical work. This is particularly effective where teachers use electronic whiteboards and can therefore make learning more visually adventurous and stimulating. Teaching groups are organised well so that pupils of similar attainment can work together.
6. Children in the Foundation Stage appear to be achieving less well than they did in 1999 when they were in line with national expectations by the end of their year in reception. However, the ability of children, in general, on entry to nursery has fallen progressively since the last inspection. They are now making good progress, from a well below average level, despite not reaching the goals for their age by the time they enter Year 1. Children play with a real educational purpose in classrooms and outside areas that are well organised for choice and independence. Occasionally, drawbacks related to the accommodation restrict what they can achieve, such as the lack of large apparatus outside and general resources for adventurous play.
7. Pupils achieve very well in science and ICT. These subjects have benefited from improved resources and training for staff, particularly the use of ICT in science, which is often integral to the learning. As a result standards are above average in science at Year 2 and average at Year 6. Pupils' attainment goes beyond national expectations by the end of Year 2 and 6 in ICT because pupils have enjoyed more frequent use of computers in the computer room and electronic whiteboards in regular lessons, and regular opportunities to visit the City Learning Centre to use its facilities. In science, pupils' skills at investigating and experimentation have been enhanced lately. This has improved standards in all aspects of the subject.
8. Standards are average, but achievement is good throughout the school in religious education, history and geography. Pupils are able to meet locally agreed standards in religious education and national expectations in history and geography because the curriculum provides very good opportunities to visit places of interest and to use the skills and expertise of visitors such

as the local vicar. Standards are average in design and technology, but this represents good progress from the time of the last report.

9. Attainment is well above expectations in physical education and music. Pupils are achieving very well owing to the specialist skill of teachers, the use of ICT in lessons, the linked up way in which one subject supports another in developing pupils' skills and talents and the school's nationally recognised drive to improve standards all round by accelerating learning in these subjects.
10. There are no particular gender differences in attainment and the very small number of pupils who are learning English as an additional language achieve very well. Gifted and talented pupils thrive in their learning at this school. They are presented with different and very demanding tasks on some occasions, such as in the top groups in mathematics, but receive the same diet as others at other times, for example in physical education. However, the school is quick to spot pupils who could go further and they are then invited to attend clubs for gifted pupils or play in the school orchestra.

### **Pupils' attitudes, values and other personal qualities (ethos)**

Pupils have very good attitudes towards school and their learning. They behave very well throughout the school day. Their personal development is very good, helped by very good provision for their spiritual, moral, social and cultural development. Attendance is satisfactory and pupils usually get to school on time.

### **Main strengths and weaknesses**

- Pupils are highly motivated because staff enrich their learning with superb, very often creative, first-hand experiences.
- Promotion of pupils' spiritual, moral, social and cultural development has strengthened over the last six years, but preparation for multi-cultural life in Britain is rather limited.
- Pupils of all backgrounds and abilities get on famously together.
- Improved attendance is enabling pupils' learning to progress more smoothly.

### **Commentary**

11. Pupils' attitudes, behaviour and attendance are better than at the time of the last inspection, largely due to the very positive climate for learning that staff have created in the new, inspiring high quality building. The work ethic that they have established through the innovative, exciting curriculum is central to pupils' very good academic and personal achievements.
12. Pupils, not surprisingly, like this school and have very positive views about its provision. Older pupils are convinced that the creative curriculum is helping them to learn more effectively across the board. Playing a musical instrument, for example, which all pupils in this school learn to do, boosts their confidence and makes them feel good about themselves. This has a distinct spiritual dimension that underlies the school's provision in this aspect. They love performing and are tremendously excited about a major event that is enabling them to exhibit their creative skills and talents before a wider audience at a local art gallery. Furthermore, pupils' spiritual and cultural development is fostered particularly successfully through partnerships with artists, specialists, performers and international schools. Not enough links are established, however, to prepare pupils sufficiently for life in multi-ethnic British society.
13. Fun, yet purposeful, educational visits and workshops bring learning alive and make follow-up lessons very interesting and relevant. This was seen, for example, in a mixed-age Years 1 and 2 literacy lesson organised for pupils who find learning rather difficult. Predominantly boys,

many with special educational needs, the class recounted daunting experiences in a Victorian schoolroom at Hornsea and wrote superb reports about their visit.

14. Parents have some concerns about behaviour, but few have any qualms about bullying, harassment or racism. Staff insist on and obtain very high standards of behaviour in lessons and around the school. They firmly and consistently deal with occasional incidents that arise so that all pupils can work and play effectively.
15. Staff place great importance upon teaching right from wrong behaviour and encouraging pupils to understand the needs of others and respect their viewpoints. Relationships throughout the school are very positive. Pupils with special educational needs and those from different heritages are very well integrated into friendship groups. Pupils show a high level of respect and sensitivity towards peers from a local special school who sometimes join them in lessons and leisure activities.
16. Staff promote very strongly co-operative learning right from children's early days in the nursery. Older pupils enjoy sharing responsibility for looking after younger ones in their free time. Extra-curricular activities, residential and day visits, the school council and before- and after-school clubs also offer very good opportunities for social interaction.
17. Attendance has risen more sharply over the past few years than in any other primary school in the local authority and is in line with the national average. The rate of unauthorised absence, very high at the time of the last inspection, is now only slightly above the norm. Holidays taken by some families in term time are hampering further improvement and place the children at a disadvantage with their learning.

## Attendance

### *Attendance in the latest complete reporting year (%) 2003/4*

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.5
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.*

## Exclusions

There were no exclusions in the last year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education that includes very good teaching and learning. The assessment of pupils' work is good overall, but contains some very good methods particularly in English, mathematics and science. There is a very good curriculum which is enhanced excellently by activities beyond the classroom. Pupils receive very good care, support and guidance and the school has a very good partnership with parents and the community. The school's links with other schools and colleges are excellent. The school acts well in seeking pupils' views and acting on them to improve the school.

## Teaching and learning

Teaching and learning are very good. The assessment of pupils' work is good.

## Main strengths and weaknesses

- Teaching has improved very well since the last inspection.
- Children learn well in the Foundation Stage despite the temporary staffing arrangements.
- There is a high proportion of very good and excellent teaching that enables all groups of pupils to make very good progress, including those who have special educational needs.
- There are good opportunities for pupils to talk about what they are doing, but there is too little advice about how to talk more effectively and to evaluate their learning.

## Commentary

18. The quality of teaching has improved very well since the last inspection. In 1999, teaching was satisfactory: about half of lessons were taught well and a small proportion was taught very well. Currently, about three quarters of lessons are good or better, but the amount of very good and sometimes excellent teaching has improved dramatically. The very small amount of unsatisfactory teaching is caused by a temporary loss of pace and expectation of what pupils can achieve.

## Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (15%)	11 (27%)	14 (34%)	9 (22%)	1(2%)	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.*

19. This amazing transformation has been masterminded by the headteacher, who was supported wholeheartedly by the governing body in making significant changes to the curriculum and methods of teaching. Furthermore, the staff has risen to the challenge and enjoys implementing the new methods that some of them have garnered, at first hand, from the United States. A number of innovations have been instrumental in making teaching much better: grouping pupils by attainment in literacy and mathematics from Year 1 onwards; capitalising on the national Creative Partnerships Project; the very effective use of electronic whiteboards, and other forms of digital media, in many lessons; and the school's very strong links with local schools and institutions abroad, from which they have gained the confidence to develop new and exciting ideas.
20. The school's efforts to include all pupils, in ways that maximise their potential and help them to conquer any barriers to learning that they face, are very effective. Grouping pupils by attainment has a great effect on pupils' progress in literacy and numeracy in Year 6, for example, not least in the way that bright pupils who find it hard to control their emotions are challenged by suitably demanding work and often cajoled into succeeding at a level that even they find surprising. Moreover, pupils with special educational needs are given very well-orchestrated extra support to help them succeed. As a result, they make very good progress in their learning.
21. Parents and pupils speak most positively about the way that teaching has improved since 1999. Teaching in the Foundation Stage is good. A few parents reported before the inspection that they were concerned about staff absence in this area of school, but the inspection found that temporary staff have been inducted successfully and that children are learning well despite any disruption to their normal routine.

22. Examples of first-rate teaching in Years 1 to 6, which were not present at all at the time of the last inspection, give a graphic indication of how the school's preferred methods are used in practice. For example, in a Year 3 literacy lesson, pupils' learning was buoyant from the beginning because they had just enjoyed their daily recorder session. Quick recall of previous work was conducted expertly in an atmosphere of superb relationships. At the beginning of the lesson, only one child could describe the essential differences between formal and informal letters. Outstanding teaching coaxed pupils' into a full understanding about letter writing of all kinds by the slick use of techniques that prompted the class to ask insightful questions and speak with consideration of all points discussed. The teacher's continual probing and assessing enabled pupils to be challenged in their thinking as the lesson progressed. By the end, pupils were ready to write their own letters, with a full appreciation of the required style, and to speak using many aspects of Standard English because teaching had engineered this aspect so well. Similarly, in a Year 5 mathematics lesson the collaboration between pupils when solving problems was very purposeful. Furthermore, their learning was carefully broken up by short bursts of mental arithmetic that were triggered by the rapid display of questions on the electronic whiteboard. The learning about metric measures was so successful that pupils could, for example, suggest the term 'hectogram' and define it clearly. This kind of demanding teaching advantaged all pupils, but particularly the gifted and talented mathematicians.
23. The relative weakness in other lessons, even the very good ones, is the lack of advice for pupils about how to speak more fluently about their learning. Teaching encourages pupils to discuss their learning, but does not point out how their speech could be more precise and use vocabulary more effectively. Moreover, pupils know about their targets and the objectives for various lessons but they get relatively few chances to discuss their progress in relation to them during or at the end of lessons. Teachers' marking is often very good at recognising success and setting new targets, but it is the discussion of them in lessons that is lacking, even in otherwise successful teaching.
24. Often pupils' learning benefits from the high level of expertise contained within teaching. Some teachers have additional skills in music, physical education and ICT that fire pupils' imaginations and act as a successful guide to other teachers in their pursuit of excellence. In one Year 4 athletics lesson on throwing, for example, pupils' learning was enhanced by watching the technique of world class throwers on the electronic whiteboard before they went outside to try for themselves. Their understanding was later crystallised by watching a video of their own attempts to master the side-step run up and the correct arm movement.
25. Assessment is good, with some very good aspects. All pupils are provided with targets to meet in English and mathematics and these are very usefully shared with their parents so that they can encourage and support their children at home. This and the wide range of other methods and techniques for English, mathematics, science and ICT are very effective. By contrast, the assessment of other subjects is currently good, but fairly broad brush in its scope. Assessment methods enable the school to judge overall standards in these subjects but offer little in detail about how to improve pupils' learning at an individual or group level.

## **The curriculum**

The curriculum is very good. The programme to enrich learning is excellent. The school meets the needs of pupils of all capabilities and backgrounds very well. Accommodation is very good and the school is well staffed, with good resources.

## **Main strengths and weaknesses**

- The high quality of the curriculum has improved pupils' achievement.
- Provision for personal, social, health and citizenship education is very good.
- There is very good provision for pupils with special educational needs.

- Extra-curricular provision is excellent.
- Resources for outside play in the Foundation Stage are limited.

## **Commentary**

26. Adventurous planning and innovation have greatly improved the curriculum since the last inspection. It is now a strength of the school. Very good opportunities for pupils of different capabilities and backgrounds to work creatively engage them in enthusiastic learning. The curriculum meets all statutory requirements but also gives increasing regard to pupils' different ways of learning. Very good use of the National Literacy and Numeracy Strategies together with teaching in ability groups underpins pupils' good achievements in English and mathematics. Arrangements for music and physical education are excellent. Children in the Foundation Stage receive an interesting and varied curriculum, which caters well for most areas of learning and supports learning well. Provision for physical education is satisfactory because resources and access to the outdoor area for children in reception are limited.
27. Very good provision for pupils' personal, social and health education permeates the curriculum. A high quality midday meal develops pupils' understanding of a really healthy diet. Sensitive planning gives pupils understanding of sex education and awareness of the dangers of drugs and alcohol appropriate to their ages. Daily opportunities in and out of lessons to plan work, and to learn and play together improve teamwork, speech and social skills and understanding of citizenship very effectively. Pupils with special educational needs are provided with very good extra support. This helps them to meet the specific and manageable targets on their individual educational plans. Consequently, they make very good progress and achieve very well.
28. High quality planning often combines learning in several subjects, improving enjoyment of new learning and achievement. A good range of visits further engages pupils in hands-on learning, often developing performance and media skills. Teacher exchanges and good links with schools in Europe and around the world have established an international strand of the curriculum.
29. Large numbers of pupils take part in the excellent after-school provision which enriches learning further. Pupils have opportunities to develop musical talents in choir, brass, string and woodwind instruments, recorders, keyboard, dance and orchestra. Physical education and sport activities include athletics, gymnastics, football, rugby and netball. There are also extra-curricular groups for pupils interested in ICT, mathematics, French, German and gardening.
30. There is a good match of teachers and support staff to the demands of the curriculum. Very thorough planning and tasteful decoration of the new school building lift the atmosphere for learning. Resources are good overall, and very good in English, ICT and music.

## **Care, guidance and support**

Staff take very good care of the pupils and support and guide them very effectively. The school involves pupils well in its work and development.

## **Main strengths and weaknesses**

- Pupils with special educational needs receive very good support and guidance that enable them to achieve as well as the rest.
- Strategies to promote good behaviour work very effectively.
- Healthy snacks and school meals of outstanding quality keep pupils very well nourished throughout the school day.
- Measures to reduce unauthorised absence and to induct children are proving very effective.

## **Commentary**

31. Staff care deeply about the pupils and work very hard to tackle their personal and academic needs. Many aspects of the staff's support and care have improved since the last inspection due to their commitment to checking how well pupils are doing and best utilising local initiatives and the school's new facilities. Security has increased and staff now undertake thorough risk assessments and health and safety audits of the premises. Matters relating to child protection are taken very seriously.
32. The design of the new building enables pupils with physical and visual difficulties to integrate as fully as possible into school life. Provision for pupils who have special educational needs or behavioural difficulties has greatly improved through well-tailored individual programmes and well-targeted support from skilled teaching assistants. Pupils are staying on task better now that the level of classroom support has increased.
33. The local authority's groundbreaking provision of free breakfast and after-school clubs and free school meals for all pupils demonstrates its conviction that every child matters. Dinners cooked on site are excellent. Pupils are given a wide choice of visually appealing, delicious hot meals and succulent salads that they really enjoy. The Kids Club, owned and managed by the school, offers valuable additional childcare through further extensions to the school day.
34. Strong links with on-site pre-school provision, and very good induction arrangements that include home visits, help children to settle in by getting to know the staff and are much appreciated by parents. Staff mingle with families in the playground at the start and end of the school day which facilitates brief exchange of any concerns. Parents of pupils in Years 3 to 6 receive simple but effective weekly tick-box reports on their child's attitudes and behaviour. Staff usefully chart these over time so that they can identify any slackening of effort or declining behaviour, seek reasons, set targets for improvement and provide appropriate support. The school is usefully participating in a local programme to improve behaviour and is working closely with the behaviour and education support team.
35. Pupils love being rewarded for best class attendance and for good or improved work, attitudes and behaviour. The school rightly wants to extend its rewards for personal attendance since it celebrates only perfection, attainable by relatively few each term. The headteacher very strongly advises families against taking holidays at educationally disruptive times and strictly authorises only the recommended maximum. Parents are getting better at adhering to this and at letting the school know when their child is absent. The education welfare officer keeps a very close check on attendance and is suitably involved with some families.
36. Staff have enabled each class to work with an architect in planning much needed improvements to the external environment. The school council helps to influence decisions and members are justifiably very proud of their involvement in these long-term plans. The council would benefit from greater opportunities to make immediate impact by changing things, however small, which really matter to them.

## **Partnership with parents, other schools and the community**

The school enjoys very good partnerships with parents and the wider community. Its links with other schools and colleges are excellent.

## **Main strengths and weaknesses**

- Staff do all they can to encourage parents to become partners in their children's education.
- Staff keep parents very well informed about school life and their children's progress.
- Very wide-ranging links with local and international schools benefit staff and pupils.

- Visits, visitors and partnerships hugely enrich pupils' learning and personal development.

## **Commentary**

37. Staff establish trusting relationships with parents and work very hard at encouraging them to get involved in their children's learning. Meetings are held for parents to explain the teaching of phonics, other aspects of literacy and mathematics. Family learning programmes in computing, run in conjunction with Hull University, also enable parents to increase their own skills and better help their children at home. After-school family French lessons take place and family assemblies, concerts and sports days are always very popular.
38. Quite a number of parents volunteer to help the staff by listening to children read or by helping on educational visits. Others run much appreciated social events such as discos. Creativity workshops successfully encourage parents to get involved in stage productions by script writing, building scenery, making costumes and sometimes acting.
39. Information sharing has greatly improved since the last inspection. Parents keep abreast of their children's progress through termly consultations with teachers during which targets for development in literacy and numeracy are discussed. End-of-year written reports identify children's attainment well in relation to the national average. Teachers fully involve parents of children with special educational needs in the target setting and review process.
40. Reading diaries facilitate two-way dialogue between home and school, very important for those parents who do not have opportunity to chat to the staff at the start and end of the school day. Teachers briefly outline the curriculum to parents each term and suggest ways that they might help their child to learn at home. The school's very attractive website is developing well and is providing ever-increasing information about the curriculum, school policies, past events and suitable online learning materials.
41. Some parents, unjustifiably, feel that the school could consult them better about its provision. An extensive survey of their views was carried out earlier this year and the school's 'voice box' is available to parents at any time. This readily accessible simple form encourages comments on 'the bad as well as the good' and offers parents the opportunity to request a written response.
42. The school is very actively participating in Creative Partnerships, a national project enabling pupils of all ages to flourish academically and personally through art, music, dance and digital photography that builds their confidence. Very productive links with North Hull City Learning Centre raise standards in ICT. Inter-school sports, and effective partnerships with sports colleges, boost pupils' physical activity and develop interests and talents.
43. International links with other schools in Europe, through the Comenius project, and America very successfully raise pupils' awareness of cultural diversity. An international chemical company's funding has enabled Belgian pupils to visit for a week. The Network Learning Community and Project Zero help staff to develop professionally and the school provides mutually beneficial initial training placements for student teachers. Neighbouring schools work very closely together and transition links with the local secondary school, particularly for pupils with special educational needs, are very good. The school uses local amenities and community experts extremely well. Year 6, for example, learn Braille with the help of a visually impaired volunteer.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. Leadership is very good overall, but excellent by the headteacher. The school is managed very well. The governors play a most active role in the life of the school and their contribution is very good.



## Main strengths and weaknesses

- The school has improved very well since 1999 as a result of very good and, in the case of the headteacher, excellent leadership.
- Governors have played their part in school development very well and financial management is very good.
- The influence of leadership and management on pupils' learning and enthusiasm has been very great.
- Provision for pupils who have special educational needs is led and managed very well.
- Although management is very good, the evidence to support the school's judgements about itself is not organised well enough.

## Commentary

44. The leadership shown by the headteacher in transforming the school since 1999 has been excellent. As a result everyone in the school possesses a clarity of vision and very high aspirations connected with providing pupils with an extremely rounded education. Moreover, this is coupled with the very close attention given to equal opportunities and the full inclusion of all pupils. Everyone has been motivated successfully to plan and work together to enable pupils to reach their full potential. The headteacher, staff and governors have a deep understanding of pupils' needs and have vigorously sought additional methods and external funding to cater for them. These include teaching every pupils how to play at least one musical instrument and to read music. The team of senior staff provide a very good role model for all in the school and support the headteacher with enthusiasm and ability. The Foundation Stage leader ensures that all children receive a good start to their education, despite any temporary difficulties caused by staff absence. Good management has ensured minimal disruption to learning and temporary staff are inducted well into the team.
45. The most dramatic result of the quality of leadership and management shown at all levels within the school is demonstrated by pupils themselves. They listen with awe to the school's 40-piece orchestra, talk with passion about making a film on location and putting a soundtrack to it and relate with pride their conversations with pupils in other countries. The school, through its entrepreneurial skill, has created a curriculum that captures pupils' imaginations and leaves them spiritually and culturally richer. Staff and pupils have all grown in stature by learning the recorder together. The desire for learning, which is developed throughout the school, is excellent.
46. This is a school in which every child really matters a great deal. The leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator ensures that pupils who need extra help are identified early and given the precise help needed to meet their needs. Moreover, gifted and talented pupils succeed very well, for example in music, sport and ICT, because the school uses teachers' expertise very productively as well as that available in the local secondary school.
47. The school evaluates its own performance very well and acts effectively on the information gained, which has resulted in a sharp focus on raising achievement in Years 5 and 6. This focus is very well placed because many pupils transfer to this school in those years and need a great deal of help academically and with their behaviour. Teaching and pupils' learning have been checked very well by the headteacher and staff. This has helped to improve the quality of provision, but documentation to support the school's judgement about teaching is not stored centrally and systematically enough to provide readily available evidence and a complete record of advice given to staff. This gap in an otherwise effective system affects adversely the school's ability to validate its own progress and plan for the future.

48. Governors show a very good understanding of the school's strengths and weaknesses. This is because they are so well involved in the process of review and planning for the future. They speak with great authority about every aspect of the innovative curriculum and have been present on many occasions when it was taught. For example, several governors worked closely with pupils on the Year 6 Citizenship Day. Governors have close links with subject leaders and know precisely how their work fits into the school's overarching plan for improvement. The race equality policy is implemented successfully and monitored closely, which helps to reinforce, among other things, the pupils' international perspective. All aspects of academic standards are well known to governors and measures taken to improve them are debated very well and checked upon frequently. This includes the barriers to learning that some pupils experience and how the school is overcoming them successfully. Financial management is very good, with the school budget being carefully monitored and the principles of best value rigorously applied to all budgetary decisions. The administrative staff are very good and ensure the efficient running of the school on a day-to-day basis. Spending on pupils is about average and value for money is very good because pupils achieve so well.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	935, 000
Total expenditure	879, 984
Expenditure per pupil	2365

Balances (£)	
Balance from previous year	50, 820
Balance carried forward to the next	55, 016

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

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

Provision in the Foundation Stage is **good**. Most children join the school in the nursery and move into the reception class at one of three times in the following year. Children's abilities vary considerably but overall, they start school at standards that are well below those expected for children of a similar age in all six areas of learning. Nevertheless, they make good progress and achieve well because staff check carefully what they have learnt and plan experiences to meet the needs of all abilities. This level of achievement shows good improvement since the previous report.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Relationships are good throughout the Foundation Stage and children grow in confidence.
- Sometimes opportunities to further children's social development are missed.

#### **Commentary**

49. Standards are below those expected by the end of the reception year but children achieve well from a low starting point. They settle into school well and enjoy the varied activities offered. They make sense of their learning because activities are planned well and are often linked to a familiar theme. Despite staff absences children are happily building new relationships with new staff and most are behaving well. The school has appointed an experienced mentor to support the temporary nursery team and this is having a positive effect on learning. Teaching and learning are good, demonstrating well-planned opportunities for children to develop confidence. For example, in the nursery, children place their own paintings on the rack and in the reception class they change independently for physical education or take messages responsibly. However, opportunities are occasionally missed to further develop social skills, such as at snack time by offering them the opportunity to chat more confidently to their friends.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Role-play is planned and resourced very well.
- There is a clear focus on the development of listening skills.
- The teaching of correct speech sometimes lacks structure and good examples.

#### **Commentary**

50. By the end of the reception year, standards are below expectations but children have achieved well and can communicate in a variety of ways. Good teaching provides exciting role-play areas, which help children develop the confidence to speak clearly. For example, an inviting 'beach' in the nursery grounds and a 'Hotel' in reception were very well equipped to promote reading and writing skills and develop spoken language. Consequently, children practised skills purposefully and used language appropriately.

51. Staff recognise correctly the importance of listening skills as a basis for all learning and provide good opportunities for these. Children therefore listen well. However, although there are many good examples, some staff do not always ensure that their own spoken language is clear enough or that opportunities to teach about speech are planned well enough. Children enjoy reading together and with adults and develop skills for writing purposefully. They are encouraged to write whenever they wish and contribute to class poetry books and stories. Higher ability children are challenged well and all children are encouraged to 'have a go' at writing, which generates a great deal of enthusiasm.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- There are high expectations and challenge for all groups of children in reception.
- Mathematical opportunities are planned well and linked to themes.
- Sometimes ICT is not used extensively enough within classrooms.

### **Commentary**

52. By the end of the Foundation Stage a minority of children reaches the standard expected, but most do not. However, children make good progress and achieve well. Interesting and varied opportunities such as measuring sunflowers, making shape pictures or fishing games are planned well and develop children's understanding of mathematics. These varied and engaging activities help children to make good progress.
53. Teaching and learning are good overall, but in reception are sometimes very good. Lessons in reception are sometimes challenging and as a result children achieve very well. For example, in one lesson, more able children were asked to complete a 100 square and other children encouraged to join in. High expectations and good support also challenged other groups to successfully use calculators to check their figures. Good teaching in the nursery is characterised by the way in which children learn regularly about repeated patterns and sing number rhymes. This element of constant repetition is the secret behind good progress. However, computers are not often in use during mathematics sessions and therefore children are unable to practise skills and benefit from this way of recording.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children are given relevant well-planned opportunities linked to seasons and themes.
- Children have good ICT skills.
- There is not enough use made of the outside area to develop curiosity and exploration.

### **Commentary**

54. Children often start in the nursery with very limited knowledge and understanding of the world but make good progress. Therefore, although standards remain below average by the end of Foundation Stage and only a minority reach the goal expected for this age, they have achieved well.

55. This achievement is the consequence of good teaching, which provides carefully planned experiences. For example, children hatch chicks in the spring and also celebrate Eid and Christmas through music, foods and costume, resulting in a growing understanding of other faiths and cultures. Visitors to the school such as fire fighters or the nurse and participation in assemblies have helped children to understand the school and wider communities. The school has made a good start on making the space outside the classrooms into an area in which the full range of learning can take place, for example writing, mathematics, scientific enquiry and design and technology. Although some well-conceived opportunities are offered, there are not yet enough areas for exploration and investigation.
56. Basic skills in ICT are taught well and children's understanding is very well assessed. This has resulted in children acquiring good skills such as mouse control and keyboard skills. Standards in ICT are generally in line with those expected for children of this age, but opportunities for practice are missed in some areas of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Small scale manipulative skills are developed well.
- Support assistants are used well within lessons.
- Resources are too limited in the outdoor area.

### **Commentary**

57. Children make satisfactory progress, but are not on course to reach the expected levels by the end of the reception year. In some aspects, teaching is good and children learn well and make good progress. For example, in an educational dance lesson for reception children the teacher and assistant worked well together to demonstrate possible movements and encourage children in their own efforts. As a result they all achieved well and reached the standard appropriate for their age. Moreover, staff offer activities outside to develop ball skills and areas for children to ride tricycles and scooters. Children are taught to be aware of safety and understand the effects of exercise. They are also given many interesting opportunities to develop manipulative skills. For example, they use construction kits to make models and as a result, demonstrate increasing competence in joining and fixing components.
58. However, the quality of teaching is limited by the fact that although the outdoor site is of a reasonable size, there is no covered area and no direct access for reception children. Furthermore, the lack of equipment for activities such as climbing or balancing also limits teaching and children's achievement.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children learn in a creative way across the curriculum.
- Children in reception are developing good skills of evaluation.
- Sometimes children in nursery do not receive enough opportunity to paint.

## Commentary

59. The majority of children are not on course to reach the standard expected for this age, but they have made good progress and achieved well. Many had little experience of creating with a variety of materials, conducting role-play and making music before they joined the school.
60. Good teaching ensures that they are offered, for example, musical instruments, imaginative play situations and opportunities to dance. For example, when a member of the nursery team developed stories within the role-play area, children interacted well to use their own imagination even when she left them to their own devices. In reception, children are taught to listen well, appreciate differences in music and to move creatively. A child in reception for example made a 'noisy' model; discussed what it might be; decided it was an object with a 'ring tone'; and placed it with the musical instrument display. Children also learn well because they are encouraged to evaluate and think about improvements.
61. Children achieve well because they are enabled to interpret ideas creatively across several areas of learning. For example, the boat in the 'seaside' area of the classroom became the place to sing 'Row Your Boat' and, in another area of the room, children used their imagination to paint passing scenes on an imaginary train journey. A relative weakness is the fact that nursery staff do not always provide enough opportunities for children to paint or choose other media to make pictures. This sometimes limits children's development and spontaneity.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision is **good**.

#### Main strengths and weaknesses

- Good quality teaching has improved achievement and standards.
- Pupils have good opportunities to develop their speaking and listening skills, but teaching is not sharply focused enough on fluent speech.
- Provision for reading development is very good, but the library is not yet used well enough.
- An imaginative curriculum stimulates creativity in writing.
- Rates of progress vary from one class to another.

#### Commentary

62. Achievement, standards and teaching quality have all improved well since the last inspection. Good leadership and management have drawn well on national strategies, initiatives, training and professional development. Achievement through the school is good and very good by the end of Year 2. Standards have improved from below to above average by end of Year 2, and from well below to below average by the end of Year 6. This is good progress for Year 6 pupils when their current barriers to learning are taken into account. Girls do better than boys, as they do nationally, but the school is narrowing the achievement gap. Pupils of all capabilities make good progress because they continue to succeed in learning they enjoy.
63. The quality of teaching and learning is good overall, very rarely less than satisfactory and often very good or excellent. Arrangements to teach slower learners in small groups, flexible use of the National Literacy Strategy and strong links with other subjects meet the varying needs of pupils of different capabilities and backgrounds very well. Pupils with special educational needs and those for whom English is an additional language make very good progress as a result. Faster learners also make good progress because of speedier work rates in the higher attaining groups.
64. Pupils enjoy their English lessons because teachers skilfully combine work in speech, reading and writing. Very good book resources and classroom electronic whiteboards stimulate interest and hold concentration. Teachers' very good examples of speech, reading aloud and writing permeate lively learning and improve achievement. A relative weakness is related to the differences in the quality of teaching from one class to another. This is partly due to the fact that there are not enough opportunities for teachers to share the outstanding practice in the best English lessons. Occasionally teaching is unsatisfactory, but this is the result of a temporary underestimation of pupils' abilities rather than an underlying weakness.
65. Speaking and listening skills develop well, steadily enriching the poor language with which many children start school. There are a lot of opportunities for pupils to talk about their experiences in pairs, groups and whole-class discussions. By the end of Year 2 well-developed listening skills speed up progress. Pupils therefore learn well from both the teacher and each other. By the end of Year 6, standards of speech are below expectation for age, mainly because of continuing limitations in pupils' vocabularies. Generally, the exciting opportunities provided engender an enthusiasm for talking, but teaching is not uniform enough in its ability to help pupils develop the fluency and precision of their speech. It happens in excellent lessons, but only in a limited way elsewhere.

66. A major investment in reading resources has paid off. High quality reading resources rapidly improve standards each year, because pupils find the new books attractive and interesting. They use a good range of reading skills by the end of Year 2 to work out the sound and meaning of new words. Teachers' good choice of materials, lively teaching and enthusiasm support the development of pupils' independence in reading in Years 3 to 6. The new library has great potential to improve independent reading, but is not used enough. Pupils' library and research skills are therefore below age expectation when they leave school.
67. Achievement in writing is good. It is very good in Years 1 and 2. This is because of very good teaching of letter sounds, direct teaching and the stimulating creative opportunities. Year 2 pupils' writing sounds a personal voice in journals, stories, letters and records of new learning. Pupils write interestingly and at length because teachers develop fluent joined-up writing as soon as possible, expect a lot of them and give them plenty of time to develop ideas. Year 6 pupils know how to use a wide range of different types of writing. They know how their writing has improved but realise correctly that they have further to go with spelling and punctuation. These are systematically taught and tested, but some average pupils make slow progress despite the attention paid to these aspects. However, there is good progress in narrative and description. A Year 6 pupil described current memories of a motor accident: "It was like a ghost that was reluctant to disappear. It was a dreadful accident."
68. The new subject leader has made good progress in auditing practice and making sure that suitable plans are in place. Good quality marking and assessment improve achievement. The school is rightly aware that pupils are not yet involved enough in talking about their learning.

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

69. English skills develop well in other subjects. A stimulating curriculum gives pupils good speaking and listening opportunities. High quality music provision makes an important contribution to the clarity and confidence of speech. Role-play, pair and group work improve confidence and response in most subjects. Cross-curricular initiatives such as the 'Moving pictures' project in Years 1 and 2 link reading and writing strongly which is a merit of this and many other aspects of learning in the school. Very good teaching enables pupils to enlarge their vocabulary. Library and book-based research skills are underdeveloped. Imaginative writing develops well in history, music, religious education and personal, social, health and citizenship education (PSHCE). Writing in science, design and technology and geography develops structure and precision.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- The subject, including its use across the curriculum, has developed very well since 1999.
- Grouping pupils by attainment works very well.
- The quality of teaching is very good with some excellent features.
- Discussion about learning and the development of pupils' speech in general are relative weaknesses.

### **Commentary**

70. Standards of achievement have improved very well from the time of the last inspection in 1999. Then, pupils in Year 6 and Year 2 were below average having started with an average level of attainment at the beginning of Year 1. They were not succeeding well enough owing to



low expectations and a lack of opportunities for solving interesting problems. Pupils were making unsatisfactory progress overall because they were not stretched enough in their learning. The subject leader knew that teaching needed to be improved, but had not had time to tackle the weaknesses. Currently, pupils in Year 2 reach above average standards and in Year 6 they are in line with national expectations. In both cases this represents very good achievement. Pupils in Year 2 have progressed from a below average point of entry into Year 1 and in Year 6 the significant barriers faced by the classes have been overcome very well and average standards represent an enormous success. For example, some boys who find it very hard to control their behaviour and who have been at the school for a relatively short time made good progress in a lesson designed to prepare them for the mathematics they will study at secondary school. Furthermore, the large proportion of lower attaining pupils is given very good support with frequent hints and targets to help them improve.

71. The key to the improvement in the subject lies in the way that teaching has been injected with pace and drive that contain peaks of excellence. Vigorous leadership has made sure that the analysis of results has an immediate influence on the way lessons are taught. Continuous improvement is fundamental to the subject. Pupils are taught in groups according to their attainment. This system works extremely well. All pupils are given tasks that really match their capabilities and the marking of work is positive, detailed and very helpful. Moreover, higher attaining pupils, for example in Year 6, are encouraged to make up their own problems and are involved in the marking of their work so that they can spot immediately what has gone well and what needs to be improved. Gifted pupils are given suitably demanding things to do and several have joined a mathematics club for local pupils that challenges them ever further.
72. Teaching and learning are very good overall but some excellent teaching occurs throughout the school. For example, extremely rapid progress was made in a Year 3 lesson for lower attaining pupils who were tackling the topic of division with remainders. The powerful blend of aspiration, encouragement, demonstration and involvement resulted in success with the task and high levels of self-esteem in the process. Similarly, able pupils romped along in a Year 5 lesson devoted to solving a problem of mass and various equivalents using scales and pieces of fruit. Pupils dived into the practical work with enthusiasm, showed exemplary behaviour when relating their findings and rose to supplementary challenges with a real thirst for knowledge. The techniques used in this and other first-rate lessons, whereby pupils collaborated superbly in groups, is a testament to the in-service training undertaken by teachers on how best to incorporate this kind of work into lessons. Moreover, the use of ICT to consolidate and extend pupils' learning in mathematics is most advantageous. The very good leadership and management in mathematics have brought about this and other improvements. For example, in an excellent Year 2 lesson the electronic whiteboard was used very well to make sure that pupils had gained a firm understanding of fractions that took them beyond the average expectations for their age.
73. Teaching assistants often give very good help to pupils with special educational needs and they make very good progress as a result. The teamwork between teachers and assistants is very good and sometimes outstanding. Gifted pupils are often included superbly owing to the ample opportunities for them to answer questions that could have any number of answers.
74. The relative weakness in some otherwise good lessons relates to the way in which learning is discussed. There are missed opportunities for pupils to be taught how to express themselves more fluently and too few chances for pupils to comment on what they found easy or hard and what they might need to do next time.

### **Mathematics across the curriculum**

75. Mathematics is used very well across the curriculum. For example, pupils consolidate and extend their skills successfully when they practise calculations in other subjects or present information in graphical form using computers. Moreover, there is a strong link between music

and mathematics. The daily recorder practice keeps pupils on their toes in counting note values and working out beats in the bar such as six beats in a bar of quavers. Ideas relating to counting and proportion are used frequently in dance and film making. These opportunities supplement very well the more normal usage of mathematics, in science for example.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good and enable pupils to achieve very well.
- Leadership and management are very good.
- There are missed opportunities to develop pupils' skills of making conclusions and speaking about them.
- The curriculum is planned well to give pupils interesting, practical activities.
- Pupils have very positive attitudes to learning in science.

### Commentary

76. In recent years, the results of the national tests for pupils in Year 6 have been mainly well above the national average. Currently standards in Year 6 are average. However, this class has a high percentage of pupils with special educational needs and a large number of pupils who have joined from other schools. In the light of this, pupils have achieved very well. Most pupils in Year 2 also achieve very well to reach standards above those expected nationally.
77. The main reason for this high achievement is the amount of very good quality teaching that pupils receive. Teachers plan their lessons carefully so that they build on previous work. As a result, pupils are able to use their prior scientific knowledge and understanding to support their learning when tackling new ideas. This was evident in lessons for pupils in Year 5 when they used their knowledge of the human circulatory system to help them learn about the effect of exercise and rest on the pulse rate. In this lesson, as in others, the use of ICT was integrated well to enhance learning. Pupils are encouraged to use accurate scientific terminology when answering questions and communicating their ideas, which extends their personal as well as their scientific vocabulary. Teachers and teaching assistants work very well together to ensure all pupils receive a high proportion of direct teaching. As a result, pupils of all abilities are usually effectively challenged and supported.
78. Activities are structured well to develop pupils' investigational skills. This was seen in a lesson for pupils in Year 2 when they were making close observations to find out what happens to chocolate when it is heated. Because of such activities, pupils develop effectively their ability to make sensible predictions and to make sure a test is fair. However, in some cases throughout the school, they are not as adept at making conclusions to their experiments. These tend to be a description of what they have done rather than a consideration of what they have found out. This means that there are not enough opportunities for pupils to practise and improve their skills in speaking. There are high expectations of pupils' behaviour and their performance, which lead to pupils having a good work rate and being productive.
79. The subject leader provides very good leadership and management, which has a positive impact on pupils' progress and achievement. The subject's strengths and weaknesses are identified very well and as a result further improvements are identified clearly. The curriculum has a strong emphasis on pupils' learning through the regular use of practical investigations. It also makes a positive contribution to pupils' personal and social development, such as when working collaboratively during their investigations. There are good opportunities for pupils to practise their numeracy skills.

80. Pupils show a great deal of enjoyment in their scientific activities. They have very positive attitudes, being very well behaved and speak with enthusiasm about their practical work. This has a beneficial effect on the progress they make and the standards they achieve. Since the previous inspection, the achievement of pupils, quality of teaching and learning and the use of ICT are much better. This represents very good improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in ICT is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve very well and reach standards above those expected for their age.
- Teaching and learning are very good.
- The subject leader provides very good leadership and management.
- Assessment procedures require further refinement.

### **Commentary**

81. Most pupils in Years 6 and 2 reach standards above those expected for their age. This represents very good achievement. This is because there has been very good improvement since the previous inspection. Standards, achievement, the quality of teaching and learning and leadership and management are all far better. The accommodation has been greatly improved by the creation of a computer room, which is very well equipped. Unfortunately, the room becomes oppressively hot on sunny days, but the school has plans to deal with this problem. The school has made very good use of national and local initiatives to enhance provision in ICT. These include partnerships forged through involvement in Excellence in Cities, Creative Partnerships and North Hull City Learning Centre (CLC). As a result, staff have received training to improve their subject knowledge and expertise and pupils have been provided with specialist teaching to develop their skills. Gifted and talented pupils go to the CLC on a regular basis to help them develop their expertise to a higher level.
82. Teachers have good subject knowledge and expertise and so are able to explain and demonstrate new ideas and techniques precisely. As a result, pupils are clear about what they are to learn and what is expected of them. This was evident when pupils in Year 5 were being taught how to develop a *PowerPoint* presentation to illustrate persuasive writing. This activity linked effectively to work that pupils were doing in literacy. Teachers and teaching assistants work well together to support pupils and ensure they have a good work rate. Consequently, pupils of all abilities make very good progress. Pupils are encouraged to work collaboratively in pairs on the computers, when appropriate, and this contributes well to their personal and social development. Teachers make good use of the computer room to develop basic skills in the subject and to support learning in other subjects. They also make effective use of the computer-operated whiteboards in classrooms to introduce lessons and actively involve pupils in lessons.
83. Standards are well above average partly because the curriculum is very good, with a wide range of stimulating activities. For example, during a trip to Burton Agnes, pupils in Year 4 scripted, filmed and then later added a soundtrack to create a film. This was a very powerful enterprise for the pupils that fulfilled many aspects of the curriculum, but also gave them a real spiritual lift, particularly when they showed their film at an art gallery in Hull. At sessions at the CLC, they have designed the settings, scripted and added a voice-over to an animated film. Assessment procedures are good, but pupils are not always involved in evaluating how well they are doing and how they might improve. Pupils have very positive attitudes to their work,

which helps them to make very good progress. Moreover, the very good provision of resources and accommodation helps to make achievement so strong.

84. The subject leader has a clear view of the subject's strengths and weaknesses and has played a central role in the subject's development. As a result, there is a comprehensive action plan for taking the subject forward. Furthermore, the curriculum is planned in such a way as to integrate ICT very well into other subjects.

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

85. Teachers use ICT well to enable pupils to support and enhance learning in other subjects. Pupils are confident in their use of the Internet to research information in science, history and geography. For example, pupils in Year 3 took a virtual computer tour of Hull to investigate its major geographical features. They are competent in creating a variety of graphs to present their findings in mathematics. Pupils are also able to use their word-processing skills well to help add interest to their writing in English. Art software is used well to help develop pupils' creative skills.

### **HUMANITIES**

Two lessons were observed in geography, but none in history. Therefore, it is not possible to make a judgement about provision in these subjects. However, pupils' work was evaluated and discussions were held with the subject leaders and pupils.

86. Standards in **geography** are average by the end of Year 6 and this represents good achievement. The quality of learning benefits from the school's European and American links, for example via the Comenius scheme, which puts British primary schools in touch with those abroad, and arranges visits and exchanges for teachers. More locally, Year 6 pupils gave animated accounts of their debate on the pros and cons of plans to build a supermarket on a local green field site. Pupils' work shows good understanding of environmental issues. For example, in a Year 3 lesson very good teaching helped pupils gain a clear understanding of noise pollution after they had researched the topic through fieldwork.
87. Achievement in **history** is good by the end of Year 6 and pupils reach average standards. They enjoy successful learning through role-plays as Romans, Tudors and Victorians. Understanding makes rapid strides through well-organised visits to local sites. For example, visits to Hornsea and the seaside, the Wilberforce, transport and whaling museums provide penetrating learning through observation and experience. Teachers use the Internet well to enhance learning, for example on Florence Nightingale in Year 2.

### **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

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

- Religious education makes a strong contribution to pupils' personal development.
- Good links with other subjects enrich learning.
- Links with faith communities are underdeveloped.

#### **Commentary**

88. Good leadership and management have successfully created good teaching that has addressed issues in assessment and planning noted at the last inspection. Pupils' learning

and their achievements are good and standards remain as expected for pupils' ages in relation to the locally agreed syllabus.

89. Good links with the PSHCE programme and other subjects, together with good teaching, enable religious education to contribute strongly to pupils' personal development. Year 6 pupils described how lessons led them to be grateful for the safety of their lives and to eschew greed and vandalising. A good Year 5 lesson on journeys prompted thoughtful personal discussion on life, death, hope and renewal. A prayer book made by Year 2 pupils voiced sincere gratitude, hopes and concerns for family, community and the world.
90. Good links with English and art and design enhance learning. In Years 1 and 2, pupils' handwriting and expression develop well as they write about new ideas. Drawing helps pupils remember experiences of surprise in religious stories and in their own lives. Learning also improves pupils' understanding of history and their cultural experience. Assemblies strengthen the spiritual, social and moral strands of personal development, particularly through stories and celebration of festivals from the great world faiths.
91. A very good Year 2 lesson taken by the local vicar showed the importance of such links with faith communities. Pupils were very interested to hear about her day, posed a stream of questions and were entranced to see a shining silver chalice and a beautiful stole. Beyond this chance to talk to a member of a local faith community, pupils have limited contact with people of other faiths. Moreover, they do not yet visit places of worship apart from the local church.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Two lessons were observed in physical education, but only one in music and art and design. None was observed in design and technology. Therefore, it is not possible to make an overall judgement about the provision in these subjects. However, pupils' work and teachers' assessments were evaluated. In addition, discussions were held with subject leaders and pupils.

92. Standards in **art and design** are average by the end of Year 6 and this represents satisfactory achievement. Some good work throughout the school is balanced by many satisfactory pieces. Year 6 pupils' recent work on Batik demonstrated that they have acquired sound skills and can produce a satisfactory print, but few produced more complicated designs. Good teaching, throughout the school, is often associated with special projects such as the work on Plains Indians in Year 3. Pupils created patterns in their headdresses, for example, that showed a sensitive understanding about the nature and purpose of the originals. They benefited from working with a visiting artist. Good work is often associated with the school's strong links within the local community. Pupils in Year 2 have drawn some very closely observed sketches of the local church and, in Year 4, pupils have made successful mosaics at the local church entitled 'Sacred Space'. Teaching was good in the one lesson observed in a Year 1 and Year 2 class. Pupils successfully made clay models linked with the seaside, such as seahorses, after visiting the coast for geographical purposes.
93. Most pupils in Year 6 reach the standards expected for their age in **design and technology**. They achieve satisfactorily, which is a good advance on progress made in 1999. Leadership and management are satisfactory. The curriculum is broad and balanced. It enables all pupils to have opportunity to design, make and evaluate a variety of products. In carrying out these activities, pupils have access to an appropriate range of equipment and materials. They are encouraged to practise finishing techniques to improve the quality of their product and are allowed to experiment with different ways of joining materials. There are some useful links with other subjects. For example, pupils have made a variety of musical instruments from recycled materials as part of their musical studies. There are too few opportunities for pupils to use ICT in designing their work.

94. Standards in **music** are well above those expected nationally at the end of Year 2 and 6 and pupils achieve very well. This is mainly due to the extremely well planned way in which pupils' musical talents are nurtured. For example, all pupils learn a musical instrument, many of whom perform regularly. The daily practice leads pupils to be able to read music well by Year 3 onwards. This is excellent provision for their musical, spiritual and cultural development. Pupils benefit from the musical expertise of some staff, but all adults in the school are learning to play as well and this makes the culture of learning so special. The school has a large orchestra, but there are many other occasions when pupils perform, for example in creating the soundtrack for a class film. Singing is also developed very well and practice culminates in frequent performances of higher quality. Cultural development is assured because the subject leader makes sure that pupils enjoy listening to all kinds of music. Pupils really enjoy their lessons. The lesson observed was taught very well. Pupils in Year 4 were playing the recorder and tuned percussion instruments in a very proficient way.
95. Standards in **physical education** are well above average at the end of Year 2 and Year 6 and pupils achieve very well. The subject leader has expertise gained at a national level and this influences, very positively, the way that pupils learn. The range of activities on offer is excellent. Pupils have opportunities to join in with all the usual extra-curricular activities, but in addition the gymnastics club provides some very high quality teaching. The school is a centre for excellence in gymnastics. Pupils in Year 6 have superb lessons in dance provided by two male dancers, which appeals greatly to all, but particularly the boys. Wheelchair dancing is a favourite amongst older pupils. The joy experienced by pupils in this and other activities gives the physical nature of the work a spiritual dimension. Pupils' rapid progress in lessons was demonstrated admirably in a Year 4 lesson on throwing skills and in an excellent Year 2 gymnastics lesson in which pupils were composing sequences of various movements.

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

Few lessons were seen in **personal, social and health education and citizenship (PSHCE)** so a judgement on overall provision is not possible.

96. The school places very strong emphasis on pupils' personal and social development. Pupils are very actively encouraged to learn and play co-operatively and respect others' feelings and opinions as seen in a good Year 2 PSHCE lesson that focused on dealing with negative situations and emotions.
97. Pupils are urged to choose healthy life options through extremely high quality free-to-all school meals, effective sex and drugs education, and strong promotion of fitness. The school's creative curriculum, extra-curricular sports and gymnastics, and visiting specialists help pupils to keep safe and well.
98. Pupils very successfully discuss and debate moral issues, and learn how they can make a difference in society. For example, in a well-structured Citizenship Day, an organisation that links education and business enabled Year 6 pupils to work with visitors who serve the community. Pupils were very actively encouraged to think deeply about social responsibility and justify their considered responses to moral dilemmas. They subsequently created their own political parties and manifestos in an excellent rounding off session that generated a real buzz of enthusiasm. The day's events helped very successfully pupils to grasp that there are many aspects to good citizenship.
99. Pupils in Year 3 to Year 6 experience democracy at first hand when they elect representatives onto the school council. Staff listen to their ideas and have taken on board their suggestions for developing the school's grounds.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</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>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	1
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
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).*