

# INSPECTION REPORT

**St. Joseph's R.C. (Aided) Primary School**  
Cleethorpes

LEA area : North East Lincolnshire

Unique Reference Number : 118058

Inspection Number : 187075

Headteacher : Mr G Marsden

Reporting inspector : Miss M A Warner

Dates of inspection : 01 - 04 November 1999

Under OFSTED contract number: 707463

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Roman Catholic, Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Philip Avenue Cleethorpes North East Lincolnshire DN35 9DL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Henry
Date of previous inspection:	26 – 29 February 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Miss M A Warner, RgI	Mathematics Geography History	Attainment and progress Teaching Spiritual, moral, social and cultural development
Mr R Collinson, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupil's welfare Partnership with parents and the community Accommodation
Mrs M Mann	English Art Design and technology Music Physical education	Curriculum and assessment Staffing and learning resources
Ms A Smithers	Science Information and communications technology	Leadership and management Efficiency Under fives Special educational needs Equal opportunities

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## MAIN FINDINGS

### What the school does well

- The headteacher provides strong educational direction.
- There is collective responsibility and an atmosphere in which all feel opinions and ideas are valued.
- Educational developments are very well supported through careful financial planning.
- There are very good procedures for assessing pupils' attainments and progress, which are particularly effective in literacy, numeracy and science.
- The provision for pupils' spiritual, moral and social development is very good.
- There are very good procedures for monitoring pupils' personal development and good behaviour.

### Where the school has weaknesses

- The lack of time spent on foundation subjects prevents them being taught in sufficient depth.
- Provision for the higher attainers in Year 3 in English, mathematics and science does not meet their needs sufficiently.
- The very wide range of ability in the Year 2/3 class makes it difficult to implement the numeracy strategy successfully.
- Numeracy has not yet been sufficiently developed across the whole curriculum

**The school has very many strengths. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

- The school has addressed the weaknesses pointed out in its last inspection in 1996.
- There has been a marked improvement in curriculum planning and assessment procedures.
- Teachers' daily planning is now good or very good in English, mathematics and science and satisfactory or better in other subjects. There is now continuity in the planning of literacy across the school.
- The role of the curriculum coordinators has improved, but monitoring of their subjects is restricted and only includes the monitoring classroom teaching in literacy.
- Teachers have identified good practice in the management of learning and the quality of teaching is now good.
- Resources are now easily accessible.
- Teaching space has been greatly improved through further building.
- The school's capacity for further improvement is good.

### Targets:

The school currently has fifteen development targets aimed at raising attainment in the following areas:

End of Key Stage 1- reading, mathematics, writing.

End of Key Stage 2 - English, mathematics, science.

Years 3, 4 and 5 - reading and mathematics.

Year 2 Level 3 - under-performance of boys in reading and writing; under-performance of girls in mathematics.

Year 6 level 4+ - under-performance of girls in mathematics and science.

Improving Key Stage 1 and maintaining Key Stage 2 Benchmark positions by 2001

## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b>  <i>Well above average</i> <i>A</i> <i>Above average</i> <i>B</i> <i>Average</i> <i>C</i> <i>Below average</i> <i>D</i> <i>Well below average</i> <i>E</i>
English	C	C	
Mathematics	B	B	
Science	C	C	

Pupils' attainment on entry is in line with the expectations of children starting full time education. Standards in information and communication technology are in line with national expectations at the end of both key stages.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Other subjects	Good	Good	Good

The quality of teaching was very good or better in 37% of lessons and satisfactory or better in 100% of lessons. There was no unsatisfactory teaching.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses*

## Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good throughout the school. Pupils relate well to one another and cooperate effectively both in class and at play. Pupils are clear about the rules and conventions of the school. For example, behaviour in the dining room is very good and pupils take lunches in an orderly and sociable manner.
Attendance	Good. Attendance is slightly above the national average. There was 0.1 per cent unauthorised absence compared with the national average of 0.5 per cent. Punctuality is generally good and the school has effective arrangement for recording late attendance.
Ethos*	The ethos within the school is very good. Relationships, behaviour and attitudes to work are all positive. All adults are committed to the goal of improving the attainment of all pupils.
Leadership and management	A major strength of the school is the very good leadership and management. The headteacher and senior management team are very effective and work well together, sharing the same vision. Throughout the school there is a strong sense of collective responsibility with an atmosphere in which all feel that their opinions and ideas are valued. The governing body is fully supportive and very well informed about the needs of the school.
Curriculum	The quality of the curriculum and the good use made of the very good assessment procedures are making a strong contribution to pupils' progress. Excellent assessment procedures are in place and generally inform future planning for pupils' learning well.
Pupils with special educational needs	Provision for pupils with special educational needs is good. They are well supported by support staff and through additional teaching and well-matched work to their abilities.
Spiritual, moral, social & cultural development	Provision for pupils spiritual, moral and social development is very good. Provision for their cultural development is good but there is little to prepare them for the multi-cultural nature of Britain today.
Staffing, resources and accommodation	The head teacher, staff and support and ancillary staff work as a team, are all involved in pupils' work and make an effective contribution to pupils' learning, well-being and safety. Since the last inspection, accommodation has greatly improved and is now good. Resources for all subjects are sufficient, well organised and easily accessible.
Value for money	The school offers sound value for money, taking into account the standards achieved at the end of each key stage when compared to the attainment of pupils on entry, the good progress pupils make in their time at the school and the good quality of education provided.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"><li>• The fact that their children like school.</li><li>• It is easy to approach the school with questions or problems to do with their children.</li><li>• The school achieves high standards of good behaviour. There is a good rapport between staff and pupils.</li><li>• The school's values and attitudes have a positive effect on their children. There is a family feel about the school.</li><li>• Pupils are encouraged to value one another and be friendly.</li><li>• Teachers know each child's attainment well and get the best out of them.</li><li>• Pupils are aware of the Gospel stories and try to live them out in their lives.</li></ul>	<ul style="list-style-type: none"><li>• The school provides a limited number of extra-curricular activities.</li></ul>

101 questionnaires were returned out of 180. There were written comments on nine of them. Twelve parents attended the parents' meeting.

Inspectors agree with all the positive comments made by parents.

At the time of the inspection there were a suitable number of extra curricular activities provided.

## KEY ISSUES FOR ACTION

In order to continue to raise standards the governors and staff should:

- Continue to develop the good work begun through the Numeracy Strategy;  
Paragraphs 6, 14, 9, 100
- Increase the time for foundation subjects so that they can be taught in greater depth.  
Paragraphs 20, 33, 123

The governors may also wish to re-consider the provision for higher attaining pupils in Year 3 in English, mathematics and science.

Paragraphs 17, 96, 97, 98

## INTRODUCTION

### Characteristics of the school

St. Joseph's School is a Voluntary Aided Catholic Primary school which is smaller than the average size when compared with primary schools nationally, (with 163 pupils on roll). There are twelve per cent more girls than boys. The school is situated in the seaside town of Cleethorpes and serves a geographically wide, as well as social diverse, catchment area. The Catholic ethos of the school underpins all that it does and stands for. It is part of a 'three-school Catholic education partnership' in North East Lincolnshire. At the time of the inspection, there were twenty pupils under-five in the reception class with nine Year 1 pupils. When the children enter school at the beginning of the year in which they are five, the majority attain levels which are average compared with national expectations

Pupils are taught in mixed aged classes in Reception and Years 1, 2 and 3 and in separate year groups in Years 4, 5 and 6. The numbers on roll has risen over the last four years but dropped slightly in 1999. The percentage of pupils receiving free school meals is in line with the national average. Twenty-two per cent of pupils have been identified as having special educational needs, which is above the national average. The percentage of pupils with statements of special educational need is below the national average. The number of pupils who speak English as a second language is very low.

The school aims to:

Ensure that the curriculum provides a Catholic Christian setting in which children can grow in understanding and the acquisition of skills, attitudes and values.

Priorities for the coming year are as follows:

Continuing aims:

- Building an active Catholic Christian community (home / school / parishes);
- The education of the Catholic Christian adults of the next century;
- Continuing to improve educational standards;
- The maintenance of staff morale;
- Continued effective budgeting;
- Continued curriculum review in preparation for the forthcoming national review;
- Implementing of the National Literacy Strategy;
- Implementing for the National Numeracy Strategy;
- Major repair and renewal of the school roof.

New aims:

- The raising of pupil attainment in line with the government's target setting regime.
- Make an appropriate response to Curriculum 2000 in order to restore breadth and balance to children's learning.

Targets:

The school currently has fifteen development targets aimed at raising attainment in the following areas:

- End of Key Stage 1- reading, mathematics, writing.
- End of Key Stage 2 - English, mathematics, science.
- Years 3, 4 and 5 - reading and mathematics.
- Year 2 Level 3 - under-performance of boys in reading and writing
- Year 2 Level 3 - under-performance of girls in mathematics.
- Year 6 level 4+ - under-performance of girls in mathematics and science.
- Improving Key Stage 1 and maintaining Key Stage 2 Benchmark positions by 2001.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	11	16	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	7	9
	Girls	14	12	14
	Total	23	19	23
Percentage at NC Level 2 or above	School	85 (96)	70 (81)	85 (89)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	8	9
	Girls	13	14	13
	Total	22	22	22
Percentage at NC Level 2 or above	School	82 (96)	85 (92)	78 (85)
	National	82 (81)	80 (85)	87 (86)

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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	13	15	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	10
	Girls	12	12	12
	Total	21	22	22
Percentage at NC Level 4 or above	School	75 (50)	79 (58)	79 (58)
	National	69 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	13	12	12
	Total	23	22	23
Percentage at NC Level 4 or above	School	82 (50)	79 (55)	82 (46)
	National	68 (64)	69 (64)	75 (70)

## Attendance

Percentage of half days (sessions)  
missed through absence for the  
latest complete reporting year :

		%
Authorised Absence	School	5.8
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school  
age) during the previous year :

	Number
Fixed period	1
Permanent	1

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	37
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

1 When the children enter school at the beginning of the year in which they are five, the majority attain levels which are average compared to what would be expected nationally. Most children are confident, they are able to talk about their experiences, and their physical gross motor skills are good. By the age of five, most children are achieving the desirable learning outcomes for pupils entering full time education. The progress of all children, including those with special educational needs, is sound.

2 In the statutory tests of 1999, the pupils' attainments in reading, at the end of Key Stage 1, were above the national average and above those of similar schools. They were below the national average in writing and broadly in line with similar schools. Attainment at the end of Key Stage 1 in speaking and listening is above the national average. Progress is good in relation to their prior attainment. By the end of Key Stage 1 attainment in reading is above average overall. Pupils enjoy reading and can recall stories they have heard or read. Although inspection evidence shows recent good progress attainment in writing is at still below average for the majority of pupils.

3 In the statutory tests of 1999, the pupils' attainments at the end of Key Stage 2 were above the national average and broadly in line with those of similar schools. National Test results for Key Stage 2 between 1997 and 1999 show above average attainment in 1997 and a marked drop in 1998, when the percentage of pupils reaching Level 4 or above was well below the national average. The 1999 results are in line with the 1997 ones. The 1998 results reflect the nature of the cohort concerned. The inspection evidence reflects the national results, with noted improvements in Key Stage 2 in 1999.

4 Since the last inspection, the literacy hour has been implemented very effectively and there is now good continuity and progression in pupils' learning across the year groups. This is an improvement since the last inspection when it was found to be lacking.

5 The results of the mathematics National Curriculum, end of Key Stage 1 tests in 1999 show that standards at the expected level 2 were below the national average and below those of similar schools. The percentage reaching the higher level 3 was similar to the national average.

6 The mathematics results of the end on Key Stage 2 tests in 1999 were above the national average and above those with similar schools. The percentage of those reaching the higher level 5 was below the national average. Results over the last three years have remained close to the national average.

7 Teachers are successfully beginning to implement the numeracy strategy. Lessons maintain a good pace; daily oral and mental work is practised and a high degree of direct teaching of whole classes and groups takes place. The range of pupils' attainment is too wide, however, for higher attaining pupils to be taught successfully in the Year 2/3 class. Numeracy across the curriculum has not yet been developed sufficiently to provide a balanced curriculum.

8 At Key Stage 1 the 1999 teacher assessment of science show pupils' attainment slightly below the national average. While working directly with the teacher, pupils attain what would be

expected nationally and attainment at the end of Key Stage 1 is average.

9 At Key Stage 2 the 1999 tests in science indicate pupils' attainment is in line with the national average. Also, these results are in line with the average when compared to schools that have a similar socio-economic background. The inspection evidence broadly confirms these findings. Attainment at the end of Key Stage 2 is average. By the end of Key Stage 2 pupils are working at the higher levels in some lessons particularly at experimental and investigative science. The trend over the last three years shows an improvement in attainment at Key Stage 2.

10 Pupils of different attainment, including those with special educational needs mainly make good progress because work is well matched to their abilities. Work is challenging for high attainers and appropriate for average and lower attainers in English. It is usually well matched to their different abilities in mathematics and good use is made of assessment information in science and information and communications technology. The mixed aged classes often benefit pupils, who are able to work with pupils of similar attainment from different year groups. The higher attainers in Year 3, however, are not always challenged sufficiently in the core subjects, English, mathematics and science.

11 Attainment in information and communications technology at the end of Key Stage 1 is in line with national expectations. Pupils use computers to help them generate ideas, they enter and store information and retrieve what has been stored. Attainment at the end of Key Stage 2 is also in line with national expectations. Pupils' use communication procedures effectively; they can send messages by e-mail and search a CD-ROM purposefully. The school makes good use of information and communications technology in developing literacy and numeracy skills. The recent introduction of improved resources is having an effective impact on progress.

12 Pupils make good progress in both key stages in art and physical education and very good progress in the history lessons observed. Progress in music is satisfactory in both key stages and is unsatisfactory in geography in Key Stage 2. Progress in design and technology in both key stages and in history in Key Stage 1 cannot be measured because of the lack of evidence available.

13 Since the last inspection good provision is being maintained for the under-fives. In English, continuity and progression in pupils' learning has improved and the number reaching average standards in writing has been maintained and standards in reading have improved. In mathematics standards have remained level with the national average in Key Stage 1 and have improved in Key Stage 2. In science the school has maintained national levels of attainment which are improving overall. There has been very good improvement in information and communications technology, which was underdeveloped at the time of the last inspection. Standards in art are improving and provision for the effective delivery of the curriculum for design and technology has been improving. There has been no improvement in geography but standards in history lessons have improved, although overall, the subject lacks the depth needed to reach high standards due to limited time. Standards in physical education are similar to those found in the last inspection. There have been considerable improvements in pupils' musical education. Overall, standards are improving especially when adequate time is given to the subject.

### **Attitudes, behaviour and personal development**

14 Children under five make sound progress in personal and social development. They are able to concentrate and persevere while writing. They demonstrate independence in dressing and

undressing themselves. They take turns and share. The provision for children's personal and social development is good. Practical first hand experiences are organised during many sessions providing choice in experiences and resources. Staff have a good expectation that children will be independent and take responsibility for themselves and their possessions.

15 Pupils' attitudes throughout both key stages, including those with special educational needs, are good. Pupils in Key Stage 1 are obedient and their relationships with their peers and adults are warm and friendly. They work well together in pairs and groups and participate eagerly in lessons. They apply themselves to the task in hand and are responsive and helpful when collecting and tidying at the end of lessons. Pupils in Key Stage 2 settle quickly and sensibly to work and are well behaved. They have a good attitude towards their lessons and to each other. They collaborate effectively in group work. Towards the end of the key stage, pupils take a pride in the appearance of their work and can work independently. They relate well to their peers and to adults. They react with pride to praise and are quick to applaud others for good work and take pleasure in their friends' achievements. For example in an art lesson, when admiring some very good prints. Pupils' responses are good or very good in the majority of lessons observed and at least satisfactory in all lessons. These qualities have a positive impact upon attainment and progress.

16 Behaviour is good throughout the school. Pupils relate well to one another and cooperate effectively both in class and at play. Pupils are clear about the rules and conventions of the school. They respond positively and promptly to these. For example, behaviour in the dining room is very good and pupils take their lunches in an orderly and sociable manner. Courtesy and good conduct are accepted as the norm in the school. There have, however, been two exclusions in the last year, one fixed term and one permanent.

17 Relationships between staff and pupils are based upon mutual respect. A very good rapport exists throughout the school. Pupils are keen to be actively involved in their learning and respond well to stimulating teaching. Relationships between pupils are very good. There were no instances of pupils acting in an unacceptable manner towards one another during the inspection.

18 Pupils' personal development is good. Pupils readily acknowledge one another's achievements and when showing their work demonstrate their different points of view. An interesting range of visits, together with talks by visiting speakers, further extends pupils' knowledge and understanding of the world and widens their perspective on life.

## **Attendance**

19 The attendance rate of 94.6 per cent in the 1998/99 school year was slightly above the national average of 94.3 per cent. There was 0.1 per cent unauthorised absence compared with a national average of 0.5 per cent. Arrangements for parents to notify the school when children are absent due to illness, work well. Registers are well kept and comply with statutory requirements. The school has a range of strategies aimed at further improving levels of attendance including regular monitoring of attendance records and thorough investigation of provisionally unexplained absences.

20 Punctuality is generally good and the school has effective arrangements for recording late attendance.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

21 The quality of teaching of the under-fives is good. It is based on a secure knowledge and understanding of the needs of young children and how they learn. Staff work very well together as a team, interacting with children to harness and direct their learning. Assessment procedures are very good and day to day records of individual children's progress are kept and used to plan their future work.

22 The quality of teaching of the core subjects, English, mathematics and science is good in both key stages. Teaching is very good in history in Key Stage 2 and in information and communication technology in the upper end of Key Stage 2. Teaching of information and communications technology is good in the lower end of Key Stage 2 and in Key Stage 1. It is good in art, and physical education in both key stages. The teaching of music is good in Key Stage 2 and satisfactory in Key Stage 1. No judgement can be made on the quality of teaching of design and technology or geography in either key stage or in history in Key Stage 1.

23 In Key Stage 1 teachers have good knowledge and understanding of how children learn, they plan effectively and use good method and organisational strategies. There is good recall of previous work at the beginning of lessons and pupils are challenged well through questioning enabling them to give more than one-word answers. Whilst questioning is very carefully matched to pupils' attainment in almost all lessons the lower attaining pupils sometimes have fewer questions targeted at their ability. Lessons in all classes take good account of the different age groups. Assessment is used well to plan future work and in the majority of sessions time and resources are used well. A brisk pace is the norm. When resources are used less well they are not structured to meet the needs of the tasks sufficiently well or are not easy to follow, such as in physical education. The length of time the youngest pupils are expected to sit still and concentrate is sometimes too long for them.

24 In Key Stage 2 teachers have very good subject knowledge and plan with clear objectives which they share with pupils. The best lessons are very structured and pupils are clear as to how much time they have for each part of the lesson. Resources are used effectively and homework is used in some subjects, such as mathematics and history to support learning. Work is assessed well through questioning both of the whole class and individuals in most subjects. Teachers build on the knowledge pupils already have, drawing out this knowledge through their questions. Plenary sessions are mainly used well to review what has been learned. Pupils are managed very well with good interactive support. Teachers have high expectations of their pupils and have a very good rapport with them often teaching with humour. Occasionally, methods used do not build on work done in previous years and pupils find it difficult to understand, such as in mathematics, and tasks which pupils try to work on independently are not sufficiently matched to their attainment.

### **The curriculum and assessment**

25 The school provides a broad and balanced curriculum which meets all the requirements of the National Curriculum. It comprises all subjects of the National Curriculum plus health, sex education and religious education. It also meets the requirements for pupils under five. The provision for the transfer of pupils from Year 6 to the secondary stage is good. The quality of the

school's curriculum, and the good use made of the excellent assessment procedures, are making a strong contribution to pupils' progress.

26 The curriculum promotes the spiritual, moral, social and cultural development of the pupils very effectively. There is an appropriate emphasis on teaching the skills of literacy and numeracy, but the allocation of time given to foundation subjects is not sufficient for them to be taught in any depth. The increase of time allocated for the teaching of the five core subjects has necessitated less time being spent on some non-core subjects. The school has endeavoured, through a variety of strategies, for example extra curricular music and sport, to help pupils develop a good knowledge and understanding of the full range of National Curriculum subjects, but has not yet found ways of teaching all foundation subjects in depth.

27 There is equality of access and opportunity for pupils in all areas of the curriculum. This is reinforced by the Christian ethos, which underpins the whole curriculum, promoting fairness and equality. The Code of Practice for pupils with special educational needs is in place and their requirements are being met through their specific individual programmes. They are given their full curricular entitlement and are seldom withdrawn from classes. All pupils receive good classroom support. There is no pupil for whom English is an additional language.

28 Effective policies and schemes of work are in place for all subjects and a drugs awareness programme is being incorporated into the health education scheme. At present, this is an underdeveloped area. There are coordinators for all subjects. A whole school curriculum, drawn up by the head teacher and staff, promotes continuous and progressive learning. Throughout both key stages, very good planning ensures the coverage of the National Curriculum programmes of study and provides for the development of pupils' knowledge, understanding and skills. This comprehensive and consistent approach to planning, now in place, is having a positive impact on each individual teacher's planning and a beneficial effect on pupils' learning. Thorough monitoring of all subjects, including monitoring in the classrooms, is planned, but, at present, only implemented in literacy. The monitoring of the remainder of the curriculum is through scrutiny of work and discussions with colleagues. There is no provision for coordinators to monitor classroom practice except in literacy. The complete monitoring of the literacy curriculum has enhanced its delivery and is having a positive effect on pupils' progress in reading and literacy skills. The whole staff work as a team and are committed to a seamless programme of learning throughout the school. Pupils are well prepared for the next stage of their education.

29 There is a range of extra curricular activities which includes sports, French classes and a wide choice of instrumental groups. These activities help promote pupils' social development in addition to developing their artistic, linguistic and physical skills. Educational visits to museums and places of interest plus visitors into school, for example musicians and dance experts, together with the school's very innovative Arts Week, support pupils' personal, social and cultural development and enrich the curriculum.

30 An excellent range of whole school assessment, recording and reporting procedures is in place and is working very effectively. These assessments are fed into the school's comprehensive development plan for raising attainment and are used for target setting and to inform curriculum planning. Assessment is very thorough and regular. Day to day assessment is positive and pupils receive good oral and written feedback. Baseline tests, Statutory Assessments (SATs), Qualifications and Curriculum Authority (QCA) assessments for Key Stage 2 pupils, and end of Key Stage 2 SATs, plus National Foundation for Education Research (NFER) tests and in Years Reception, 2, 4 and 6 Baseline Assessment and progress tests (PIPs) are undertaken and provide

relevant records of evidence as pupils move through the key stages. A very good marking policy gives specific guidance and is implemented throughout the school. There are informative school portfolios in English, mathematics and science. Pupils are encouraged to be involved in the assessment of their work and make positive comments.

31 The three key issues relating to curriculum and assessment in the last inspection report in 1996 have been addressed. The school has now put into practice "detailed policies, schemes of work and school portfolios" which are very good, and has developed "short term planning formats which provide precise learning objectives for groups of children with different ability and effective assessment opportunities for planning the next stage of learning". Excellent assessment procedures are now in place. Good planning is in place to "enable curriculum coordinators to monitor subject coverage" and is implemented in literacy. There has been a marked improvement in curriculum planning and assessment procedures since the last inspection.

### **Pupils' spiritual, moral, social and cultural development**

32 Provision for pupils' spiritual, moral and social development is very good and provision for their cultural development is good. The school provides a firm foundation for pupils' spiritual development in its Catholic tradition. Prayers are part of the life of pupils and the school, with regular prayer in classrooms at the start and end of the morning and at the end of the day. At this time teachers lead the pupils in worship and focus on such topics as the Gospel of the week or on special days such as All Souls day, when pupils remember those who they had personally known who had died. The whole school, or individual key stages, meets in the hall for collective worship on different days of the week, and Mass is attended by some pupils half-termly at lunch times. The plan for collective worship in the policy is however out of date and needs to be reviewed. The school shares a chaplain with the other two schools in the partnership and both pupils and parents value her support. She is often available for pupils to talk to in the dinner hour. In religious education lessons pupils learn about such things as the importance of light in other religions and learn to appreciate the shared understanding of symbols. They show respect for other beliefs and enjoy both answering and asking questions.

33 Provision for pupils' moral development is very good. The school conveys clear moral values and adults provide good role models. These values are conveyed through the relationships in the school, as well as the school's mission statement and code of conduct. A moral code is the basis for the good behaviour promoted through the school. Pupils' written prayers reflect their understanding of right and wrong when they ask 'Help me not to be unkind' or 'Help me to keep your rules'. There is a strong commitment to raising funds for charities and contributions have been sent to help the homeless and the Seamens' Mission in Grimsby. They are taking part in the 'Jubilee 2000'; a two-part project: to link the school and communities in the third world and to link with the Seamen's Mission permanently. Through these projects pupils become aware of the need for social justice.

34 Provision for pupils' social development is very good. Pupils work together well in classes, often discussing their work with one another. They are given opportunities to show responsibility when given jobs such as setting up computers and taking registers to the office. There is a School Council, which makes a strong contribution to the running of the school. For example, pupils were consulted about the extending of their classroom and their ideas and concerns are listened and responded to at Governors' meetings. In this way they are developing a good sense of citizenship. The residential visit to Cumbria makes a strong contribution to pupils social as well as spiritual

development. They learn to play together in a games room, enjoy being away from home, sharing a dormitory and appreciate the beauty of the county side and its views after a long walk up the hills and scrambling up rocks. They comment in their writing that they are 'all having fun'.

35 Provision for pupils' cultural development is good. The annual Arts Week provides the main focus for this. Morris dancing, line dancing, a jazz workshop and a classical guitar workshop are some of the activities on offer. Poetry in Lincolnshire dialect is enjoyed and a theatre workshop performs separately to both key stages. Pupils work at pottery, tile painting and stained glass work. There is a joint infant school music day once a year and in June a music extravaganza which involves considerable practice in advance. In class pupils learn about famous artists such as Monet and the culture of past times in history such as the Roman and Egyptians. Pupils learn about their cultural heritage through school visits but these are not extensive. The development of the multi cultural aspect of the curriculum is underdeveloped. Few opportunities are given to pupils to appreciate and prepare them for the multicultural nature of Britain today.

### **Support, guidance and pupils' welfare**

36 The school makes very good provision for the personal support, welfare and guidance of pupils. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and are able to provide a level of support and guidance that contributes positively to pupils' educational standards of attainment. Positive reinforcement and praise of pupils' academic and personal achievements are features of the school. Teachers show genuine kindness and concern for their pupils.

37 The high quality of personal support for pupils is reflected in their positive attitudes. Pupils with special educational needs are well supported by support staff. Behaviour and discipline procedures are clear and effective with the emphasis in a positive approach through praise and example. Pupils are well supervised at play and lunch times and encouraged to join in a range of activities.

38 There are good procedures for monitoring and promoting good attendance. The school has a comprehensive and detailed health and safety policy and regular safety inspections are carried out by the headteacher and site supervisor. First aid and emergency health care are provided by trained staff and fire drill procedures are carried out termly.

39 There is a detailed child protection policy and a member of the teaching staff is the person primarily responsible for child protection matters. Teaching staff, non-teaching assistants and welfare assistants are familiar with child protection procedures.

40 The school is very successful in promoting the health, safety and general well-being of its pupils.

### **Partnership with parents and the community**

41 The partnership which has been established with both parents and the wider community, particularly the wider Catholic community, contributes positively to pupils' attainment and personal development.

42 The school provides good information to parents about the school and pupils' work and progress. The information is given through newsletters, annual reports and termly parents' evenings. In Key Stage 1 parental involvement with their children's work at home mainly takes the form of helping with reading. Parents are encouraged to share books with their children at home and communicate with the class teacher via the reading diary. In Key Stage 2 mathematics homework is also given weekly and other subjects occasionally and parent also help when these are set. This has a positive effective pupils' attainment.

43 Parents are welcomed into school and a number are involved in helping in the classroom in a variety of ways, particularly with reading. This help provides a significant contribution to the work of the school. Parents also accompany classes on educational visits. Parents are fully involved in the assessments and reviews of their children with special educational needs.

44 There is close cooperation with the high school to which most pupils transfer at the end of Year 6. This is successful in easing the transfer process for pupils. Ongoing links of a curricular nature also exist, involving the use of high school staff and resources.

45 The school has an active Friends Association which is successful in organising a range of social events and providing valuable additional resources through fund raising. In the past year over £3000 has been raised by the Parents' Association. There are well developed links with the community and visitors to the school included representatives of international and local charities, the police, the fire service, a D-day veteran and the parish priest and school chaplain. These links help to broaden the experience of the pupils and give them support making a valuable contribution to their education.

46 Pupils enjoy a interesting and varied range of educational outings including visits to Grimsby docks, Church Farm Museum, Skegness, Lincoln Minster and Castle, sites around York, Eden Camp, Malton and the National Popular Music Centre, Sheffield. Students from several local schools and colleges undertake work experience in school. Good links are also made with a local football club.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

47 A major strength of the school is the very good leadership and management. The headteacher provides very clear educational direction for the work of the school through very effective development planning. Throughout the school, there is a strong sense of collective responsibility to providing a positive ethos that reflects a commitment too improving attainment, providing an effective learning environment, and developing good relationships. There is an atmosphere in which all feel that their opinions and ideas are valued. This provides supportive challenge for the leadership. The headteacher and senior management team are very effective and work well together, sharing the same vision.

48 The governing body is fully supportive, and is very well informed about the needs of the school. The governors fulfil their statutory responsibilities and are becoming increasingly pro-active in developments but their role is not yet fully developed in the governance of the school, as many are new. In developing their role the finance committee in particular is very helpful in supporting the headteacher in the decision making process. There is less evidence of governors

monitoring curriculum developments, but they are well aware of the relative success of initiatives.

49 There is a very good model for the role of the curriculum coordinators in place enabling effective monitoring of the implementation of the national strategies for literacy. This model is to be continued during the present year to monitor numeracy within school. The co-ordination of the provision for pupils with special educational needs within the school is very effective. The monitoring time for other subjects is less, however all coordinators have a good level of awareness of subject development through the monitoring of teachers' planning and discussion. There is strong monitoring and support for both teaching and curriculum development by the headteacher and senior management team.

50 The school has relevant and appropriate aims and values, which are reflected through all its work. Policies are good and implemented effectively. The school has a high commitment to raising attainment for all pupils, while also ensuring that it maintains its strong Catholic ethos.

51 There is a very detailed school development plan and finance is linked very well to areas for development. It constitutes a rolling programme and clearly indicates the improvements the school is making. It is evaluated regularly and the success of initiatives measured.

52 The ethos within the school is very good. All pupils have full access to everything that the school offers and the special educational needs of pupils are met well. Relationships, behaviour and attitudes to work are all positive. All adults in the school are committed to the goal of improving the attainment of all pupils and this aspect of the school's work is improving.

53 The improvement within the school since the last inspection is good. This is a direct result of the effective leadership and management of the school through the detailed and effective planning for developments and the emphasis on raising attainment.

### **Staffing, accommodation and learning resources**

54 The school has appropriately qualified and experienced teachers who have sufficient subject knowledge and expertise to teach the whole curriculum. The provision and deployment of support staff is good, both for general support and for pupils with special educational needs. The head teacher, staff and support staff work as a team, are all involved in pupils' work and make an effective contribution to pupils' learning. Efficient and helpful ancillary staff support and contribute to pupils' well-being and safety, particularly at break and lunch times.

55 A system of appraisal of teaching staff is in place, linked to the local authority's appraisal scheme. Peer appraisal is operating at present which supports staff's professional development. Staff are appraised on a regular basis. An induction process for new staff is provided. An experienced member of staff acts as a mentor for newly qualified teachers. All the staff work as a team to integrate new staff members into the life of the school.

56 The school is located on a spacious site adjacent to a housing estate. There is a large playground and playing field, which are kept tidy and free from litter. The school building has been extended since the previous inspection in 1996 and is now more than adequate to allow the curriculum to be taught effectively. The interior accommodation is welcoming and well decorated, with many attractive displays celebrating the work of pupils. The site supervisor and cleaning staff are successful in maintaining the school in a very clean condition. The school hall is spacious and

is well utilised for lessons, extra-curricular activities and as a dining hall.

57 Resources for all subjects are sufficient, well organised and easily accessible. The recent acquisition of more information and communicates technology equipment, plus overhead projectors, has enhanced the provision for all subjects. The library, although situated in a corridor area, is attractive and has a wide range of books. The library provides a focal point for learning and social development, is organised efficiently by the pupils and supports learning effectively. Classroom libraries are good and there is an ample supply of books relating to reading schemes. Visits and visitors into school, particularly during Arts Week, support and extend the curriculum.

### **The efficiency of the school**

58 The overall management of the school's resources is very good. The headteacher, supported by the senior management team, provides very careful financial planning to support educational developments. Development priorities, targets, success criteria, costing and responsibilities are identified. There is careful planning and budgeting for changing pupil numbers. The governing body is fully aware of the financial implications of its decisions and the finance committee give considered advice on all spending. All of the available funding is used appropriately. Decisions on spending priorities are made with close regard for the aims and values of the school, with the best interests of the pupils in mind.

59 Very good use is made of teachers and support staff throughout the school, including those supporting pupils with special educational needs. All members of staff, teaching and non-teaching form a very effective, hard working team committed to raising standards within a caring learning environment. Time is used productively. The use of the accommodation and resources is good. The provision of resources is closely linked to the school development plan. Learning resources to support the delivery of information and communications technology is very good. There is insufficient outdoor play equipment for children under five years old.

60 The school has very good financial control and administrative systems. The last auditor's report received by the school was prior to the previous inspection. Day to day routines are well established; administration is unobtrusive, effective and very efficient. The administrator's warmth, hard work and commitment support other adults, and all the pupils, very well in their work.

61 The school has made very effective improvement in the accommodation since the last inspection. There has been an evaluation of the available teaching space resulting in changes to internal structures and extensions to the building. Resource provision has improved. There is a good range of non-fiction books at Key Stage 2 and the library is well stocked. Resources for information and communications technology are now very good.

62 The school uses all the resources at its disposal to good effect to support pupils academically, in their attitudes to work, their good behaviour and the development of good relationships. Expenditure per pupil is high compared with similar schools. The school offers sound value for money, taking into account, the standards achieved at the end of each key stage when compared to the attainment of pupils on entry, the good progress pupils make in their time at school and the good quality of education provided.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

## **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

63 Children who are four years old are taught in a mixed age class catering for both the reception year and pupils in Year 1. At the time of the inspection there were 20 children under five in the reception year. When the children enter school at the beginning of the year in which they are five, the majority attain levels which are average compared to what would be expected nationally. Most children are confident, they are able to talk about their experiences, and their physical gross motor skills are good. By the age of five, most children are achieving the desirable learning outcomes for pupils entering full time education. The progress of all children, including those with special educational needs, is sound.

64 Attainment in personal and social development is average and children make sound progress during the reception year. They work individually at the computer using a story CD-ROM and in groups constructing a farm from a construction kit. They are able to concentrate and persevere while writing. They demonstrate independence in dressing and undressing themselves. They take turns and share. They are learning to show their feelings by talking about happiness and sadness. The provision for children's personal and social development is good. Practical first hand experiences are organised during many sessions, providing choice in experiences and resources. Daily routines are well established and familiar to children. Staff have a good expectation that children will be independent and take responsibility for themselves and their possessions. They provide good role models and treat each other and the children with courtesy and respect. There is provision for moral development, for example a list of things that the children find hard but must try to achieve such as keeping the water in the water tray. Also the school code of conduct is displayed, although this is in a format which is complex for young children.

65 Attainment in language and literacy skills is average and children make sound progress. When children enter school they are confident speakers about familiar events. They increase their vocabulary, talking to adults about a range of experiences. They listen with an increasing attention span, particularly when the subject interests them such as the adventures of Humpty Dumpty. They respond to stories and poems and make good progress while making up further adventures for Humpty Dumpty using rhyming words. They engage in role-play and make good progress developing their imaginative ideas while baptising a baby and conducting church services including organising the hymns to be sung and reading from the Bible at the lectern. Higher attaining children read simple words and phrases. All children enjoy books and know that words and pictures carry meaning. Lower attaining children are not yet familiar with the conventions that books are read from front to back. Children recognise their name in print and most can write it with appropriate use of upper and lower case letters. Many children have below average fine motor control skills and are not able to form letters accurately. They make satisfactory progress drawing over shapes and words but the skill is still under developed.

66 There is a well-planned programme for developing children's language and literacy skills based on national guidance. There are opportunities for shared reading and writing of text. Staff interact with children in guided reading and writing supporting them well. Children are encouraged to write independently using their own word dictionaries and word lists for support. Plenary sessions provide opportunities to draw together the learning. There is a class library that is appropriately stocked and well displayed. Children are encouraged to spend time enjoying books. The role-play area is imaginatively adapted having an altar and clothes as might be worn by those officiating within the building. The home base role-play is less well resourced. Staff interact well with children encouraging conversation and response to questioning.

67 Attainment in mathematical skills is average and children make steady progress. Children know number rhymes and can count. Higher attaining children can count to 20 confidently, counting on and back. All children are developing an understanding of number and can add small numbers. They practise copying patterns by threading beads and solve problems locating the correct column and row for different colour shapes. They are developing their mathematical language, talking about size, shape and measure. National guidance is the basis for the mathematical curriculum. This is a new initiative and the school intends to evaluate it as it progresses. There are opportunities for mental mathematical activities and staff encourage children to explain the strategies they use. Currently, children sit in the whole group session for longer than their concentration span. Group activities enable children to use practical apparatus to help them with counting and making patterns. Resources are insufficiently well matched to the task; for example the number of rows and columns are too many for the children to match as an initial activity.

68 Attainment in knowledge and understanding of the world is average and children make sound progress. They talk about where they live and become animated while describing their families, particularly their brothers and sisters. They learn to identify similarities and differences while comparing life on a farm to that of their own town following an educational visit. They make progress recognising change, in shape and size and when they squeeze and roll materials such as clay. They learn to sort materials using two criteria, for example hard and soft. They are able to listen to a story on both an audiotape and a CD-ROM. They use the mouse with appropriate control to activate the text. They learn a range of uses for computers using tools to draw pictures and change the colours. The classroom provides a stimulating learning environment in which children can explore a range of first hand practical tasks that support their learning and the curriculum. Educational visits are used effectively. There are good resources for information and communications technology and these are used frequently and effectively. Children are provided with opportunities to investigate and record their work in pictorial form.

69 The physical development of children is in line with that expected for children of this age and they make steady progress through the range of physical activities the school provides. Children move confidently and imaginatively while responding to a movement tape. They learn to use space and carry out movements with increasing control. They practise climbing, and balancing on large equipment and use small apparatus such as skipping ropes and balls. They love to run and jump. They enjoy handling clay and building with construction kits. The provision for children's physical development is good overall, although there is insufficient large outdoor equipment such as wheeled toys. There is a well-planned programme of dance, gymnastics and games that is undertaken in the school hall and outside when relevant and the weather is fine. There is a secure area for outdoor play that is made up of a hard surface, grass and flower beds. The hard surface has playground markings and the provision enables children to feel secure and confident. Practical experiences throughout the curriculum enable children to use a range of small equipment safely and well.

70 Children's creative ability is that which would be expected nationally and they make sound progress over time. They explore colour, mixing their own shades while painting pictures of themselves and their visit to the farm. They learn to use texture effectively making collage pictures of dragons. They practise printing a pattern on a card tile before reproducing it in clay later. Through music and dance they learn to express themselves imaginatively; being scared, and surprised. Children sing tunefully. There is a wide range of creative experiences that is planned effectively. Classroom displays are bright and colourful and their presentation shows the value that

staff place on the children and their work. Resources are good and well maintained.

71 The quality of teaching is good. It is based on a secure knowledge and understanding of the needs of young children and how they learn. Staff work very well together as a team, interacting with children to harness and direct their learning. Activities are effectively planned to provide a balanced curriculum. New national initiatives in literacy and numeracy are limiting the length of time available to the other areas and at times this is inappropriate. In their evaluation of the new strategies the school is aware of the need to use both literacy and numeracy across the curriculum and, through this, maintain balance within the areas of learning. Assessment procedures are very good and day to day records of individual children's progress are kept and inform future planning. Relationships are very good and staff have good expectations of behaviour.

72 Statutory requirements are met and children are prepared well for their entry into the next phase of their education in Key Stage 1. The previous inspection report was positive and this current report confirms that good provision is being maintained.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

73 In the statutory tests of 1999, the pupils' attainments in reading, at the end of Key Stage 1, were above the national average and above those of similar schools. They were below the national average in writing and broadly in line with similar schools. National Test results for Key Stage 1 between 1997 and 1999, indicate that the school is making good progress in reading, attaining above the national average, and is making satisfactory progress in writing. The most progress was achieved in 1998. Levels of high attainment at Key Stage 1 are similar to national averages in reading and writing.

74 In the statutory tests of 1999, the pupils' attainments at the end of Key Stage 2 were above the national average and broadly in line with those of similar schools. National Test results for Key Stage 2 between 1997 and 1999 show above average attainment in 1997 and a marked drop in 1998, when the percentage of pupils reaching Level 4 or above was well below the national average. The 1999 results are in line with the 1997 ones. The 1998 results reflect the nature of the cohort concerned. There is no significant difference between the performances of boys and girls within the school but compared with national results, boys' performance in English exceeds the national average for their age group. The inspection evidence reflects the national results, with noted improvements in Key Stage 2.

75 Attainment at the end of Key Stage 1 in speaking and listening is above the national average. Progress is good in relation to their prior attainment. Pupils listen carefully and answer questions clearly and in complete sentences. For example, in a lesson about "o" sounds, a pupil contributed the sentence, "My daddy's car broke down; someone had to tow him away." They understand teachers' explanations during the literacy hour and participate in class discussions. Higher attainers are able to use more adventurous vocabulary when expressing ideas, but all pupils are developing an appropriate technical vocabulary and this is evident in literacy hours in shared and guided reading sessions. Evidence of pupils' good listening and speaking skills were seen in lessons in other subjects too. For example, in physical education, they can describe their gymnastic sequences accurately and can explain how to make things in art and in design and technology. Listening and speaking skills continue to develop well as pupils pass through the key stages.

Attainment at the end of Key Stage 2 is good, with some examples observed, being very good. Pupils demonstrate their understanding of speaking in formal and informal situations and can give accurate, oral feedback about their group work in plenary sessions. Pupils at the lower end of Key Stage 2 can give instructions for "having a bath" clearly and in sequence. By the end of the key stage, pupils listen very attentively and express, articulately, the differences between two literary styles as diverse as Sue Townsend and Charlotte Bronte. For example, "In *Adrian Mole*, you know how people feel inside"; whereas, "Charlotte Bronte describes what happened". Pupils are confident in expressing their ideas orally and enjoy discussion.

76 By the end of Key Stage 1 attainment in reading is above average overall. Pupils enjoy reading and can recall stories they have heard or read. The majority can explain why they prefer particular stories. Higher and average attaining pupils read fluently and accurately and use a range of strategies to decode unfamiliar words. These include phonics, syllabication and context clues. Lower attainers can recognise most letters and sounds, many of the key words, and read simple sentences with support. Pupils take their reading books home each day, together with a home reading diary. Higher attaining pupils are developing library skills using the contents pages for information. By the end of Key Stage 2, attainment in reading is above average. Higher attaining pupils read fluently and for pleasure. They read a wide range of fiction and non-fiction texts. They can access the school library and also use the public library. They are familiar with a range of authors and can express and explain their views on the texts they have read.

77 Attainment in writing at the end of Key Stage 1 is below average. Inspection evidence shows recent good progress. Higher attainers write interesting stories and poems which include plenty of detail. Their spelling and punctuation is appropriate. They can use word books and simple dictionaries. Average attainers can complete worksheets following on from the introductory sessions in the literacy hour. They can write short paragraphs showing a knowledge of full stops and capital letters. The main weakness is poor presentation with a mixture of lower and upper case letters in many words. Lower attainers lack the writing skills and understanding to write without support, but can copy under sentences and trace their names. By the end of the key stage, they can complete simple worksheets. The letter formation and handwriting of the majority of low attainers are poor. All pupils are encouraged to write creatively and there are many good examples of their stories, poetry and rhymes around the school. For example:

"There once was a mouse who saw a wood louse  
The wood louse screamed  
Jumped into a stream  
And that was the end of her!"

78 Attainment in writing at the end of Key Stage 2 is in line with the national average with higher attainers achieving above average standards. Pupils at the lower end of the key stage understand the use of paragraphs in their writing and can use past, present and future tenses. Handwriting is becoming joined and letters more uniform in size. As they progress through the key stage, pupils can write a piece of narrative in the past tense and produce additional verses for a poem in the same structure and style as the previous verses. For example, following a lesson about the poem, "The owl and the pussy-cat", pupils created verses such as:

"The owl and the pussy-cat went to tea  
In a luxury, posh hotel."

79 They can write stories showing their understanding of spelling rules and punctuation and

use imaginative and graphic language. For example, one Year 5 pupils wrote, "The secret robot stood at the brink of the bridge losing his balance, slowly. Sp-plash! The secret robot fell into the deep sea. Nobody knew!" By the end of the key stages, pupils have a good grasp of grammar and punctuation and a good understanding of writing for a range of purposes. Skills of writing are also developed in other subjects, for example in history, when writing about the Egyptians or writing prayers in religious education. A handwriting scheme is in operation and most pupils write legibly by the end of the key stage. There is an appropriate emphasis on spelling for all attainers with differentiated lists throughout the key stage. Pupils are encouraged to redraft their work and edit their writing.

80 The progress overall, of pupils in Key Stage 1 is good. Throughout the key stage pupils increase their understanding of punctuation, speaking and listening skills. The level of challenge in their reading books increases appropriately and pupils make good progress in reading. This is evidenced in their good statutory assessments results. Satisfactory progress is made in writing skills with differentiated work for lower attainers. The progress of pupils in Key Stage 2 is good. All pupils continue to make good progress in developing the skills of literacy. All pupils have an increasing knowledge of grammar, vocabulary and punctuation and this is shown in their creative writing. They make good progress in finding information from books and using dictionaries. By Year 6 pupils perform these operations confidently and quickly. They also develop the skills of using a book's contents page and index and of locating books in the library.

81 Pupils with special educational needs make good progress at both key stages. They are given opportunities to contribute to whole class question and answer sessions and are given good support in independent and group activities. In Year 5, a special needs assistant worked effectively with one pupil, helping him to concentrate during the class session and then to complete a written task.

82 Pupils' attitudes throughout both key stages, including those with special educational needs, are good. In Key Stage 1 relationships are warm and pupils work well together. They also work independently and apply themselves well to the tasks in hand. They settle quickly and are responsive and obedient when tidying up. They enjoy reading and are very eager to continue with their books. Occasionally pupils do not give each other time to reply to questions, even when requested by the teacher, but pupils are secure and prepared to try even when unsure if an answer is correct. In Key Stage 2 pupils participate with enthusiasm when composing verse, they are well behaved and able to share in each other's successes and errors. For example saying, 'I slepted' instead of 'I slept'. Pupils work well in pairs, individually and collaboratively in groups. Groups are hardworking and pupils retain concentration throughout the lessons. They are keen to ask questions in a supportive atmosphere.

83 The quality of teaching in Key Stage 1 is good. Lessons are well planned and objectives are clear. All teachers use praise well and give good support to individual pupils. In the main, tasks are challenging for the high attainers and appropriate for average and lower attainers. On occasions, the younger pupils in mixed aged classes do not fully comprehend the introductory and plenary sessions, which are usually aimed at the larger, older age range. The opportunity to work with their own age group in these sessions would enhance their knowledge and understanding of literacy. The quality of teaching at Key Stage 2 is good. Teachers' knowledge and understanding of literacy is strong. This enables them to provide challenges so that pupils can develop skills. Lesson objectives are clear and shared with pupils. Teachers maintain a good pace throughout lessons and planning is effective. Well structured lessons include open ended question such as "What would you do?" "What might happen?" Teachers involve all pupils, and ensure that group work is

appropriate for all pupils. Occasionally, plenary sessions do not consolidate learning sufficiently well for all groups. Teachers are beginning to extend literacy skills in subjects across the curriculum, for example, listening skills in music and writing skills in history, religious education and geography. All elements of literacy are included and the literacy hour is now well implemented throughout both key stages.

84 Very good assessment procedures are in place. Ongoing assessment identifies how much pupils know and understand in lessons and at the end of each unit of work and informs future planning. Formal assessments are carried out regularly in accordance with the school's comprehensive assessment policy. The very good attention to monitoring and the in-depth evaluation of the quality of teaching has a strong impact on the delivery of the literacy curriculum. The head teacher, coordinator and staff work together to ensure that a continuous and progressive literacy curriculum is delivered throughout the school. Homework is appropriate and supports pupils' learning.

85 Resources for literacy are good. Books for shared and guided reading are plentiful, and the library is well stocked with sufficient non-fiction texts to support pupils' work, as well as a good range of fiction books. The library is well managed by Year 6 pupils and used frequently. These resources are augmented by computers, overhead projectors and listening centres. Good use is made of all these resources in the teaching of literacy.

86 National Curriculum requirements are met. Since the last inspection, the literacy hour has been implemented very effectively and there is now good continuity and progression in pupils' learning across the year groups. This was found to be lacking during the last inspection.

## **Mathematics**

87 The results of the National Curriculum end of Key Stage 1 tests in 1999 show that standards at the level 2 were below the national average and below those of similar schools. The percentage reaching the higher level 3 was similar to the national average. The results of the end of Key Stage 2 tests in 1999 were above the national average and above those attained by similar schools. The percentage of those reaching the higher level 5 was above the national average. Results over the last three years have remained close to the national average.

88 Although pupils failed to reach average standards at the end of Key Stage 1 many are now achieving in line with and above expected levels in lessons because of good teaching. Pupils in Year 1 can count on and back to ten and can say what the difference is between such numbers as 8 and 3 using counters. Higher attaining older pupils can complete a number square to 100 and average-attaining pupils can complete missing numbers to 20. Lower attaining pupils and those with special educational needs can complete lines of missing numbers to 10. By the end of the key stage they can recognise that numbers which are multiples of 2 are even numbers and can recognise that multiples of 10 end in a 0. Higher attaining pupils can make up their own sequence of number patterns.

89 By the end of Key Stage 2 pupils reach above average standards. For example, some pupils are beginning to use their 13 times table, are able to use the four operations to solve problems and know that numbers below zero are negative numbers. They know that the angles of a rectangle are all right angles and that opposite sides are parallel. They are able to draw a number of fields on squared paper showing different shapes but having the same area and have learned

simple formulae such as the area of a triangle is half its base times its height. They can interpret data from graphs and can use a protractor to measure angles.

90 The progress pupils make in Key Stage 1 is good. They learn new mathematical vocabulary such as 'greater than' or 'between' and new skills such as using a number line. Higher attainers in the youngest class make satisfactory progress. Higher attainers in Year 1 work at a good speed, gradually see patterns in numbers and make good progress. Average attaining pupils work methodically and make satisfactory progress. Pupils of below average attainment sometimes have to re-write numbers written incorrectly but make satisfactorily progress when compared with their abilities. Pupils with special educational needs make good progress from not understanding the concept at the start of the lesson to working independently by the end of the lesson. Higher attainers in Year 2 make very good progress, counting on in tens very well. Pupils of average and below average ability make satisfactory progress when working in groups in Year 2, needing support from the classroom assistant, but make good progress during the plenary sessions when difficulties are addressed. The progress of pupils in Key Stage 2 overall is good. At the lower end of the key stage, progress is variable but satisfactory overall, although a few higher attainers are capable of making faster progress in this subject. With such a wide range of attainment and age within the class questions are posed which are often either too hard or too easy for them to answer. By the end of the key stage progress is very good with pupils working at different levels. They develop the skills needed in daily shopping and the arithmetical skills needed to work out a problem. Very good progress is made when pupils understand a concept having previously been confused about it, such as counting sides of a square or when measuring a perimeter. The plenary session shows that very good progress has been made within a lesson when many more hands go up to answer questions at the end of the lesson than at the start. Pupils with special educational needs make very good progress and keep up well with work for their age group with extra teaching and support.

91 Pupils have good attitudes towards their work in Key Stage 1. Younger pupils listen carefully and follow the teachers' instructions well. Even the youngest pupils try to work independently and show enthusiasm for new work, such as placing floor tiles in the right order. When higher attaining pupils are attempting new work they are less confident, needing the teacher to explain. Pupils show real enjoyment in their ability to answer questions and independently collect their own equipment for group work and file their work when it is completed. Pupils have very good attitudes to their work in Key Stage 2 are often very well motivated and ready to ask, as well as answer, questions. They persevere when they get wrong answers, are quick to point out when a sum is impossible and are keen to answer questions, shooting up their hands immediately when asked. Higher attainers show understanding of the needs of lower attainers by not putting up their hands on occasions to 'give the others a chance'. Pupils work hard and are keen to succeed, often discussing their work with one another. At the end of the key stage their attitudes are excellent. They approach their work with determination and interest. They are totally focused on the tasks and persevere until they have found out the answers to problems. They comment, 'We did something like this with the teacher in Year 4 but we can do it ourselves now. It is fun'.

92 The quality of teaching in both key stages is good. In Key Stage 1 teaching is often very good. Lesson planning show a good understanding of the numeracy strategies with clear progression over the week which includes the vocabulary to be learned. The class teaching sessions, with reception pupils, are well thought through and the plenary session is used well to assess what pupils have learned. The youngest Year 1 pupils are taught separately in a very small group. Even in this small group there is a wide range of attainment. Setting with other Year 1 pupils is not arranged to meet the needs of these higher attainers and the number of adults available

to meet their needs within their own class is insufficient to enable progress to be made. In the mixed Year 1 / Year 2, class pupils are very well grouped so that pupils of different years groups can work with other years with pupils at the same stage of attainment. Work set is an excellent match to their abilities. Many of the Year 1 pupils join in questions asked of Year 2 pupils, thereby raising their attainment. Good use is made of resources such as the hundred square. Very good support is given to pupils with special educational needs when they work in groups but few appropriate questions are targeted to them in class teaching.

93 The quality of teaching in Key Stage 2 is good and there are examples of very good teaching throughout the key stage. Planning shows a good understanding of the numeracy strategy and questioning is well matched to pupils' attainment. Occasionally, in Year 6, the work covered is of a higher standard than that planned, as the teacher matches work successfully to pupils' higher attainment. On occasions, however, the teacher keeps too rigidly to the numeracy strategy. Competition between those of similar attainment is used well to motivate both the higher and lower attainers at the lower end of the key stage. Support staff are used very well in all classes to work with specific pupils and groups. Teachers demonstrate clearly the connections that can be seen between different questions and draw very well on the knowledge pupils already have. Different ways of explaining the same thing, however, are not always used to help pupils who have found difficulty in understanding the first time. . Very good use is made of resources such as computers, overhead projectors, black boards and questions cards, such as when pupils to work with a partner on the quick recall of number facts.

94 Teachers are successfully beginning to implement the numeracy strategy. Lessons maintain a good pace, daily oral and mental work is practised and a high degree of direct teaching of whole classes and groups takes place. The amount of whole class teaching is not always beneficial in mixed year groups which consist of pupils with a very wide range of attainment as either the higher or lower attainers spend much of the time inappropriately occupied, however good the teaching is. The range of pupils' attainment is too wide to be taught successfully in the Year 2/3 class. Pupils are not set according to their ability to lessen this range and thereby use pupils' time more effectively. In all classes, however, questioning is targeted very well at difference age and ability groups and pupils are encouraged to explain their methods and reasoning, exploring the reasons for any wrong answers. It is the amount of time each ability group has to answer well matched questions, because of the wide variety of attainment and age, that is the issue in one class. Pupils settle to groups work quickly and plenary sessions are mainly used well to review what has been learned. Numeracy across the curriculum has not yet been developed sufficiently and additional time is being given in some classes to mathematics. This takes valuable time from other subjects and inhibits the provision of a more balanced curriculum.

95 Although the percentage of pupils attaining level 2 and level 4 in the statutory tests has increased since the last inspection, standards when compared with schools nationally are lower than at the last inspection. In Key Stage 1 standards over the last two years have dropped, but standards in Key Stage 2 have improved. The changes over the years mainly reflect the number of pupils with special educational needs in the cohort.

## **Science**

96 At Key Stage 1 the 1999 teacher assessment of science show pupils' attainment slightly below the national average. At Key Stage 2 the 1999 tests indicate pupils' attainment in line with the national average. Also, these results are in line with the average when compared to schools that

have a similar socio-economic background. The inspection evidence broadly confirms these findings. While working directly with the teacher, pupils at Key Stage 1 attain what would be expected nationally. By the end of Key Stage 2 pupils are working at the higher levels in some lessons particularly at experimental and investigative science. The trend over the last three years shows an improvement in attainment at Key Stage 2.

97 Attainment at the end of Key Stage 1 is average. Pupils can make observations and simple comparisons while exploring the effects of heating on different food items. They are able to identify a range of common materials and know about some of their properties such as paper. They recognise that living things grow and reproduce and that different living things are found in different places. Attainment at the end of Key Stage 2 is average. By the end of the key stage pupils can draw conclusions that are consistent with the evidence they have gathered from investigations and begin to relate these to scientific knowledge and understanding. For example while experimenting to discover the different density of various liquids and solids, pupils state 'the oil was at the top because it was less dense than the others. The food colouring and water mixed because they both had the same density and the syrup was at the bottom because it was the most dense'. They also realise that the hazelnut floats near the top because air is trapped between the nut and the shell.

98 The school make good use of science in developing both literacy and numeracy skills. Pupils read and use information text in non-fiction books. They write using the accepted format while recording experiments. They develop an appropriate technical vocabulary. They learn to articulate definitions of that vocabulary and listen to the views of others while hypothesising. Pupils use graphs and charts to record their work. They measure accurately while conducting a fair test; they read tables of information and can use instruments such as thermometers to measure temperature.

99 Progress at Key Stage 1 is sound. At the beginning of the key stage pupils learn to describe simple features of living things and record their observations using drawings and charts. They learn to name the external parts of the body and recognise and use their five senses. They construct simple electrical circuits and recognise everyday objects that use electricity. Older pupils begin to experiment using a 'fair' test; for example, 'which is the strongest glue?' They record their work in terms of 'I think', 'I will need' and 'why I think it happened'. The progress of pupils with special educational needs in relation to their previous attainment in Key Stage 1 is sound.

100 Progress of pupils in Key Stage 2 is sound overall although good in some lessons and very good where the teaching is excellent. Younger pupils develop an understanding of how some materials are found naturally and others have to be made, for example paper is made from softwood. They increase their technical vocabulary using words such as fibres, flexible and rigid. Year 4 pupils learn to turn ideas into a form that can be investigated, and they make predictions. They develop an understanding of materials that dissolve in water realising that some changes can be reversed and others cannot. They learn that friction causes things to slow down. The progress of pupils in upper Key Stage 2 is good. They develop an understanding of which materials conduct electrical currents through first hand experimentation. Pupils make very good progress when presented with challenging tasks and the expectation of the response is very high, for example, while investigating the relative density of liquids and solids. The progress of pupils with special educational needs in relation to their previous attainment in Key Stage 2 is sound.

101 Pupils' attitudes in Key Stage 1 are good overall. Most pupils are able to use practical resources unaided. Relationships are good and pupils behave well. They try hard to record their

work neatly. Pupils' attitudes in Key Stage 2 are sound at lower Key Stage 2. They apply themselves to the tasks. They offer sensible suggestions to questions and present their work appropriately. At upper Key Stage 2 pupils attitudes are good overall and excellent in repose to excellent teaching. They demonstrate that they can be totally focussed and be completely absorbed and interested in the task. They co-operate well taking turns and sharing and while discussing their work, respecting the views of others.

102 The quality of teaching in Key Stage 1 is good overall. Planning is clear and developmental. Expectations are appropriate. Classroom organisation and management is effective. All work is marked regularly for correctness and teachers interact with pupils during sessions, questioning and explaining to aid understanding and probe knowledge. Staff relate well to pupils. A brisk pace and challenging questions are evident in good plenary sessions. The quality of teaching in Key Stage 2 is good overall with evidence of excellent teaching. Where it is excellent there is a very secure knowledge and understanding of the subject being taught, very challenging questioning and excellent interaction with pupils. Throughout the key stage planning identifies clear learning objectives that are made known to pupils. Staff make good use of strategies such as recapitulating on previous learning to build links between lessons. Resources are used well, effectively organised and available in appropriate quantity and quality. Assessment procedures are very good. Homework is used appropriately to support classroom sessions and to develop independent enquiry skills.

103 There is a good policy and scheme of work. The curriculum is broad and balanced and the school give good emphasis to investigative and experimental science. At the end of Key Stage 2 teachers move to different age groups and teach to their strengths and this has a positive impact on learning. The curriculum is less well organised to provide differentiation between pupils in years 2 and 3 and this impacts negatively on learning. The coordinator has a secure knowledge and understanding of the subject and supports the curriculum effectively.

104 Statutory requirements are met. The last inspection report indicates similar findings to the current inspection. The school have maintained national levels of attainment which are improving overall, and continue to provide a learning environment which is of good quality particularly at upper Key Stage 2.

## **OTHER SUBJECTS**

### **Information and Communications Technology**

105 Attainment at the end of Key Stage 1 is in line with national expectations. Pupils use computers to help them generate ideas, they enter and store information and retrieve the information they have stored. They give commands to a floor based robot so that it carries out a series of movements. Attainment at the end of Key Stage 2 is in line with national expectations. Pupils use communication procedures effectively; they can send messages by e-mail. They search a CD-ROM purposefully. They use logiblocs that respond to data from sensors and explain how it makes use of feedback.

106 The school makes good use of information and communications technology in developing literacy skills. Pupils use a word processor to produce written text that communicates meaning and learn to redraft and improve their work. They make sound use of the subject in developing numeracy skills by collecting and presenting information in the form of graphs and charts.

107 The progress of pupils in Key Stage 1 is good. The recent introduction of improved resources is having a positive impact on progress. Younger pupils' use a computer graphics package to create a picture of fireworks. They select the most appropriate tools to match their purpose, changing the colour and choosing the effect that most meets their needs. They develop the ability to improve their work and also print their completed product. They improve their control, drawing shapes with the cursor using a mouse. The progress of pupils with special educational needs in relation to their prior attainment in Key Stage 1 is good. The progress of pupils in Key Stage 2 is good and is enhanced by the new additional resources. Younger Key Stage 2 pupils learn to use the tool bar, cursor and other function keys to change the font style and the size of the print. They can underline sections of their written text. They learn to correct their work and are developing control using a touch pad. In controlling and modelling they follow instructions to connect logiblocs, understanding that such equipment responds to signals. They practise storing and retrieving their work. In upper Key Stage 2 pupils practice signing in, they check the receipt of e-mail messages and send or reply to messages, refining the text to suit the audience. In Year 6 pupils make very good progress due to the excellent teaching which is structured and has high expectations. Pupils learn to build a level crossing warning light using logiblocs. They record clearly how the circuit works. They learn how to set up individual addresses and store them within the address book before creating text to send to individuals. The progress of pupils with special educational needs in relation to their previous attainment in Key Stage 2 is good.

108 Pupils' attitudes in Key Stage 1 are good. Pupils are totally absorbed in creating a picture that is relevant to their current interest. They show inquisitiveness, asking questions in order to develop their skills more fully. Behaviour is good. One to one relationships with adults are very good. Pupils' attitudes in Key Stage 2 are good overall in lower Key Stage 2 and very good in the classes for older pupils. Pupils concentrate well on the task in hand and work well in small groups taking turns and supporting one another. Most try hard to do their best, however some pupils do not take sufficient responsibility for developing their own understanding. For example, while using logiblocs they copy the diagram but do not read the accompanying instructions. Older pupils work with complete concentration, are keen to answer questions and participate fully in the lesson. Most show initiative and all are prepared to try tasks that are unfamiliar to them.

109 The quality of teaching in Key Stage 1 is good. Short term planning is effective. Classroom organisation enables all pupils to participate. Other adults are confident and well briefed and support learning effectively. The quality of teaching in Key Stage 2 is good in lower Key Stage 2 and very good or excellent in upper Key Stage 2. Where teaching is excellent, staff have a very secure knowledge and understanding of the subject. They provide very clear explanations and instructions, and there is excellent structure to the challenging tasks. All staff undertake ongoing assessment through questioning techniques and scrutinising the finished product. Resources are used well throughout the school.

110 There is a good policy and scheme of work. The curriculum is well balanced, covering all elements of the national requirements. At the end of Key Stage 2 teachers move to different age groups and teach to their strengths and this has a positive impact on learning. The coordinator provides very good leadership for the subject, supporting other staff and continually increasing their knowledge and understanding of the subject. The school has recently invested in some new and very good resources and this is the main reason for the good progress that pupils are making. There is an effective rolling programme for maintaining and upgrading resources that will continue to enable pupils to use this technology to support all areas of the curriculum.

111 The statutory requirements of the National Curriculum are met. There is a very good improvement in the provision for information and communication technology since the last report. The last report found the subject under developed. Now the provision is very good and although many developments are new they are having a significant impact on the curriculum and the standards pupils attain.

## **Art**

112 The progress pupils make in Key Stage 1, including those with special educational needs, is good. In Year 1 pupils can select from a variety of materials to make a collage or frieze and by mixing colours enjoy producing colourful pictures and prints. By the end of Key Stage 1 they are able to produce prints in the style of William Morris and can use techniques of repeating, overlapping, rotating and arranging shapes when using printing blocks. They are gaining a knowledge and understanding of the different approaches to art and are able to express their ideas and feelings through a wide range of media. They use the computer to make firework pictures effectively. They reach standards in line with those expected of pupils of their age.

113 Pupils in Key Stage 2, including those with special educational needs, make good progress. At the lower end of the key stage they study pictures and examples of sculpture and describe how they are made. They can make suitable plans for their soap sculptures and understand the need to plan carefully before carving, expressing their thoughts with statements such as "you might cut too much off". They produce satisfactory pieces of soap sculpture. They gain experience in printing with paint, string, cork and sponge and have a good knowledge of colour blending. In Year 5 pupils are able to sketch ideas for stage masks and develop ways to improve their work before beginning to make the mask. By the end of the key stage pupils can produce prints and sculptures inspired by their study of Andy Warhol and Henry Moore and have a good knowledge of famous artists. They can talk about artists such as Monet and Warhol and express opinions about their own work. The attractive displays, based on the study of artists' styles, indicate that pupils have been influenced by the examination of their work. The majority of pupils reach standards which are above those expected of pupils of their age.

114 Pupils' attitudes in both key stages, including pupils with special educational needs, are good. Pupils in Key Stage 1 work enthusiastically and with confidence. They enjoy working in groups and pairs and share well, for example when using printing blocks. Key Stage 2 pupils are eager to share their ideas and collaborate well, for example when posing for each other before creating designs for their sculptures. They are also capable of working independently, for example when producing their individual prints using the blocks they had designed themselves. Their behaviour in these practical lessons is very good.

115 The quality of teaching throughout both key stages is good. Lessons are well planned and the preparation of resources is good. Teachers have a secure knowledge of the subject and an appropriate amount of direct teaching is given in lessons. Relevant visual aids, clear objectives for the pupils and skilful questioning in the introductory sessions, enable pupils to settle quickly to groups tasks. For example, in a Key Stage 2 lesson, pupils look at and handle examples of masks carefully. They can discuss their objective, a three-dimensional mask, evaluating and changing the design before producing their final product. The use of computers extends design activities.

116 The policy and scheme of work are in place and teachers' planning is good. Materials for painting, drawing, collage, sculpture work and printing are plentiful. More resources, for example

a collection of artefacts, would enhance pupils' learning. Art is integrated with many other subjects, for example with religious education as evidenced in displays in the hall and also with literacy and poetry. All work is displayed effectively and these well mounted displays, plus the study of a range of artists, add significantly to pupils' cultural and spiritual development. The Arts Week, held in the summer, which promotes pupils' understanding of art and artists, enriches the life of the school and enhances the pupils' personal development in this area. More opportunities for pupils to visit art galleries and for visiting artists to come into school would enhance the provision in this subject.

117 The previous inspection report indicated that there was no "policy or scheme of work to ensure progression and continuity in pupils' learning". This has been rectified and standards in art are improving.

### **Design and technology**

118 Design and technology is taught in blocks of time. As no lessons were taking place during the inspection period, insufficient evidence was gained to make judgements about attainment and progress. Discussions with the coordinator, staff and pupils, together with the scrutiny of pupils' previous work and teachers' planning and schemes, produced evidence that the programmes of study are being covered effectively. A very comprehensive design and technology policy, containing specific aims and objectives, covers the need for safety, a list of resources and the organisation of the subject, including cross curricular themes. Equal opportunities for all, including pupils with special educational needs, plus very good assessment and recording procedures are also highlighted. Evidence of designing and making was seen in art lessons where pupils make plans for soap sculptures and stage masks with precision and care, handling the tools appropriately. Year 6 pupils talk enthusiastically about the making of musical instruments and can explain the processes and describe the finished object. Pupils enjoy relating their previous experiences in sewing pocket money purses, designing articles and working with constructional apparatus. Displays of Key Stage 1 tapestry bookmarks, plus Key Stage 2 sculptures designed by the pupils and made from wire and papier maché, show a good level of knowledge and understanding in design and satisfactory practical skills. Pupils realise the importance of handling tools and materials with care and are aware of the safety aspects.

119 Resources are suitable and sufficient for the delivery of the curriculum and the equipment has recently been reviewed. Tool boards are available in every classroom. Other resources are held centrally. Resources are managed by the coordinator and a team of Year 6 pupils. These pupils are keen to do this task and act responsibly. There is a lack of construction kits with a variety of components to enhance learning in key Stage 2. The previous inspection report highlighted the need to "review the accessibility of resources for pupils to enable further development of self-management in learning". This has been addressed effectively in design and technology, as has the need for a policy and scheme of work for this subject. Provision for the effective delivery of the curriculum for design and technology has been improved since the last inspection.

### **Geography**

120 No lessons were observed in geography. From the scrutiny of work and from an interview with the coordinator, progress and coverage of the National Curriculum is judged to be barely satisfactory and there is little depth to the work that is covered. The amount of time allocated to geography has been very much reduced with the introduction of literacy and numeracy hours and

the timetabling of information and communications technology. The school has not yet made successful cross-curricular links although such links are encouraged in the geography policy. In Key Stage 1 pupils complete a local study, finding out how pupils travel to school and which are the busiest roads. They describe the features of the local area and can record a route to a shop, church and playground. They also draw plans of a route around the school to the hall. They also do a thematic study of farming and contrast the local environment with another place. Evidence of pupils' work, however, in Key Stage 1 is minimal. In Year 3 pupils study the weather, in Year 4 a contrasting locality and in Year 5 environmental change. In Year 6 pupils study a settlement and rivers, know about the water cycle, the main rivers of Britain and the world, and contrast localities such as Lincolnshire with Cumbria. There is a residential visit to Cumbria in Year 6 when fieldwork is covered well and standards in the subject improve.

121 No judgement can be made regarding pupils' attitudes or to teaching as no lessons were observed.

122 In order to cover the Key Stage 1 curriculum, pupils in mixed aged classes are taught with their own age group once a week. This not only ensures that the National Curriculum is covered, but also allows pupils to work with more of their own age group. Whilst the policy state that geography is taught for six hours in each of the half terms it is generally taught in either the first or second half of the year. This affects continuity adversely, when six months goes by before the previous work is built on. The school is beginning to use the guidelines of the Qualifications and Curriculum Authority together with the local scheme of work. Satisfactory assessment arrangements are stated in the policy. The scheme of work is due for revision in the year 2000. Resources for the subject are satisfactory, although there is not a globe in each classroom, and good use is made of the local environment. No geography lessons were observed on the last inspection when it was noted that there was no scheme of policy, although one was planned. No judgment can be made as to whether there is any improvement in attainment, but the school now has a scheme of work.

## **History**

123 The progress pupils make in history is satisfactory overall and very good in the lessons observed. Only two lessons were observed, both in upper Key Stage 2 as history was not being taught during the term of the inspection in Key Stage 1. Evidence is therefore taken from these lessons, the scrutiny of work and pupils' reports and an interview with the coordinator. In the lessons observed very good progress was noted in both knowledge about Queen Elizabeth 1 and of the Ancient Egyptian ritual of mummification. Pupils developed good research and note taking skills. Higher attainers find out further information from their research and pupils of average attainment make good progress through clear teaching. Lower attaining pupils make good progress because additional teaching supports them well. From the work scrutiny there is little evidence of history in Key Stage 1. In Key Stage 2 pupils show that they can find out answers to questions about the past from sources of information, for example how Cleethorpes has changed over the year. They have studied the Victorian period with knowledge and understanding of safety at work in those time, the life of William Booth and information about Victorian school and clothes. When studying the Tudors they have learned about different monarchs, and compiled fact files about them. Pupils learn how the Romans invaded Britain and draw maps, diagrams and drawing to illustrate their work well. Their written work is of a good standard.

124 In lessons pupils' attitudes are very good. They are highly motivated, interested in the subject and keen to gain knowledge and understanding. They listen carefully, enjoy discussing their findings with each other and delight in sharing their knowledge with the teachers.

125 The quality of teaching in the two lessons seen was very good. Teachers have very good subject knowledge, reminding pupils of past information gained through videos, CD ROMS as well in their research. Videos are used very well indeed with pupils well briefed before hand, taking notes during the video, and additional teaching after the video, focusing on what pupils have noted, discussing differences with previous videos seen. Where direct teaching takes place it is respectful of Egyptian customs whilst teaching a gory subject with some humour. Pupils with special educational needs are given very good support and resources such as the board and overhead projector are used very effectively. Both lessons were very well planned and effectively carried out.

126 The coordinator is enthusiastic and leads the subject well. The subject is taught in blocks during three half terms during the year. The school is at present using the Qualifications and Assessment Authority's guidelines to guide their own scheme and the coordinator has helped colleagues to implement it in their planning. Although there is some evidence of assessment this is not well developed. There is a good range of resources but very few artefacts. Inspection findings are similar to those in the last report.

## **Music**

127 Pupils in both key stages, including those with special educational needs, make satisfactory progress and by the end of both key stages reach standards in line with those expected of pupils of their age. Thirty-nine pupils receive tuition from visiting instrumental teachers and achieve a good standard. Pupils in both key stages follow the Lively Music scheme which covers all the key aspects of music, supplemented by teachers' own work.

128 Pupils in Year 1 are able to name some percussion instruments and are learning to hold and play them correctly. They can sing songs from memory and enjoy performing for their peers and adults. During the inspection they were rehearsing a musical for an inter-schools' music day. They were able to talk about and understand the musical "Penny the Raindrop" and describe their feelings very articulately, for example, "the sewer is dark and slimy", "Penny doesn't like it". Year 2 pupils are developing a satisfactory sense of pitch and rhythm. The majority can beat the pulse of a tune, recognise different speeds in music and can differentiate between high and low sounds. They listen to a variety of music and are learning to appraise songs, for example, a selection of sea shanties. Pupils sing enthusiastically, but their singing often lacks good phrasing and precision.

129 At the lower end of Key Stage 2, pupils are able to understand the differences between tuned and untuned percussion instruments and play them correctly. They can work effectively in groups, creating their own instrumental compositions. Year 5 pupils are developing skills of listening and appraising and are able to make informed choices with regard to styles and types of music for particular television programmes. For example, the majority of pupils were able to evaluate and then match music specifically to a gardening programme, a cartoon, a news bulletin, an historical programme and one about skiing. By the end of the key stage, pupils progress to being able to discriminate between the different styles of classical music and the work of a variety of composers. They can recognise a range of different instruments, for example, trumpet, harp and piano, and are becoming sensitive to the moods and emotions of music. For example, when listening to a piece by Satie, pupils can describe their feelings with expressions such as it is "like

the sun going down", "thinking about your best friend's funeral". By the end of Key Stage 2, in listening and appraising, pupils reach standards above those expected for their age. This aspect of music contributes well to pupils' spiritual and cultural development. Singing is the weakest area in Key Stage 2. Pupils' singing often lacks vitality, good breathing and appropriate phrasing. There is no school choir to give pupils the opportunity of learning and perfecting pieces for performance.

130 Pupils' attitudes in Key Stage 1 are satisfactory. They work with enjoyment and enthusiasm but, in the practical lessons, the confines of the classroom, for a large number of pupils, contributes to pupils being noisy and playing instruments when not required to do so. In less practical lessons they listen attentively and contribute sensibly to discussion. They enjoy listening to each other's performances and take pride in their friend's achievements. Pupils' attitudes in Key Stage 2 are good. They are learning to listen discriminately and are eager to participate and share their ideas with their peers and teachers. They sustain concentration and show great interest in this subject. Individual pupils are keen to perform on their own particular instrument, for example, piano and guitar, and there is a school recorder group accessible to all pupils. No recorder playing was observed.

131 The quality of teaching in Key Stage 1 is satisfactory. Lessons are well planned and long term planning covers the programmes of study. The teachers are not music specialists, but are very enthusiastic and lively and have a good rapport with their pupils. Opportunities are sometimes missed to extend and develop the pupils' understanding, for example, with regard to the difference between pulse and pattern, the use of musical terminology and in asking more challenging questions. However, teachers do genuinely enthuse their pupils with an interest in music. The quality of teaching in Key Stage 2 is good. The majority of lessons observed were concerned with the aspect of listening and appraising. Well prepared lessons and carefully chosen pieces of the appropriate length ensure a suitable atmosphere in which pupils can listen and appraise the music. Clear objectives, a good knowledge of the commercial scheme, supplemented by teacher's own input, ensure pupils' good progress in this aspect of music. Teachers and pupils interact well in these lessons. Music is linked successfully with other subjects, particularly literacy where, for example, pupils can express their thoughts through music.

132 Resources are sufficient and easily accessible for all staff. More tuned percussion, for example glockenspiels and xylophones for Key Stage 2 pupils, would enhance the pupils' progress. The new coordinator is keen to improve music throughout the school and attends local curriculum meetings. She encourages pupils to participate in extra curricular music lessons and arranges demonstrations from the peripatetic teachers at the beginning of the school year. These demonstrations give pupils the opportunity to see the range of tuition on offer. Pupils from Year 4 to Year 6 take part in the Grimsby Music Festival with other schools, either as part of the choir or orchestra. A visit to the National Museum of Popular Music by Key Stage 2 pupils, enables them to gain 'hands on' experience of popular music stretching across many decades. Visits such as this one, and the successful Arts Week, during which pupils experience a variety of workshops and performances, support and extend the music curriculum. Opportunities for pupils to explore and develop their musical skills through movement, and linked with drama, are few, as all lessons take place in the classrooms where space is limited.

133 A very brief report on music in the last inspection, indicated that limited opportunities were provided to appreciate good quality music. There has been considerable improvement in this aspect of pupils' musical education observed during this inspection.

## Physical education

134 Pupils of all levels of attainment, including those with special educational needs, make good progress in both key stages. In Year 1, pupils practise and develop different ways of moving and performing the basic actions of travelling. They are able to describe the movements of their peers and say very positively why they like or dislike them. They are developing a growing awareness of their own and other people's space and work on large apparatus confidently. They can perform simple gymnastic floor exercises and use their imagination when performing activities; for example, a pupil, when travelling from one piece of apparatus to another, prevented another pupil from "falling into the water". By the end of the key stage they are able to link simple gymnastic sequences and are beginning to explore moods and feelings through dance. They appreciate the rules regarding safety and behaviour during physical education lessons and remind each other of them. Pupils reach standards similar to those found in most primary schools at the end of the key stage.

135 Pupils in Key Stage 2 have games lessons during this part of the term, so no gymnastic or dance lessons were observed. Netball and football skills are developing well. Pupils are able to throw and catch both hard and soft balls and aim balls in a specific direction. Most pupils are able to kick a ball effectively and have increasing understanding of the rules of the games. They appreciate being a member of a team and are aware of their own space and that of other people. All classes perform warm up exercises properly and older pupils are aware of the importance of exercise for healthy living. Pupils reach standards which are in line with those expected of their age.

136 Pupils' attitudes in both key stages are good. They are obedient and collaborate well in pairs and teams. They show enthusiasm and enjoyment and listen carefully to instructions. They appreciate the examples of good work demonstrated by other pupils.

137 The quality of teaching throughout both key stages is good. In Key Stage 1 good class control ensures the pupils' safety and that pupils understand the given task. High expectations and challenging apparatus, which can be used in a variety of ways, ensure that all pupils are catered for. Lessons are well planned with clear learning objectives. The pace of lessons in both key stages is appropriate. In Key Stage 2, the outdoor lessons observed had appropriate warming up activities and a variety of exercises and games to give all pupils the opportunities to practise skills. Clear instructions and well organised teams enable pupils to experience and appreciate the necessary skills for playing netball and football.

138 The subject is well managed by a knowledgeable, enthusiastic coordinator and good planning ensures continuity and progression throughout the key stages. All pupils wear the appropriate clothing for physical education lessons. The allocation of time for Key Stage 2 pupils, one hour each week, is insufficient to include all the elements of physical education effectively. Extra curricular activities, for example in football, support the curriculum, whilst the training from the local football club for younger pupils encourages participation in the game. An innovative three-day sporting event enables pupils to experience new sports and enter competitive events. This, together with the outdoor pursuits residential visit to Cumbria, are initiatives which broaden pupils' participation and experience in the area of physical education and supplement the curriculum. More opportunities for Key Stage 2 pupils to practise and develop gymnastics, dance and games skills would enhance pupils' personal and social development.

139 Resources for physical education are good. The school has a spacious hall with a wide range of large and small apparatus. An extensive field and playground are used for games. There is a good supply of apparatus, balls etc. for outdoor games, but there are only adult sized goal posts for team games. Thus, Key Stage 2 pupils are unable to develop skills of shooting and saving goals accurately and so play the game correctly.

## **Swimming**

140 The inspection of this school included a focused view of swimming, which is reported below. During the inspection, however, no swimming was observed. Judgements have been made following discussion with the head, staff and pupils and examination of the school's documentation.

141 Standards in swimming by the end of Key Stage 2 are in line with pupils of a similar age with 80 per cent of pupils being able to swim safely for at least 25 metres. Teaching by qualified instructors is effective. Staff endeavour to take pupils for swimming lessons until they acquire the 25 metres swimming badge. The special educational needs policy aims to ensure that pupils with statements of need from Year 4 to Year 6 have every opportunity to swim. There is ongoing assessment and assessment sheets in line with the school's assessment and recording policy for physical education. Results are recorded as recommended in the school's assessment policy.

142 Swimming is included in the school's physical education policy and scheme of work. Pupils in Year 4 are entitled to sixteen weeks of swimming provision at an authority designated pool. They are transported to the pool by bus. The local authority pays for the lessons and for the bus. Pupils are taught to swim by qualified teachers at the swimming pool and are accompanied by a teacher and another adult. The school's policy emphasises the importance of safety at all times which includes constant supervision when changing and whilst on the poolside. Rules of hygiene must also be observed including long hair and the dangers of verrucae, plus behaviour to and from the swimming pool. There has been an improvement in the teaching of physical education in Key Stage 1 since the last inspection.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

143 The team of four inspectors, one of whom was a lay inspector, was in school for a combined total of 14 days. The Registered Inspector spent a day conducting pre-inspection meetings with teachers, non-teaching staff and governors and was joined by the diocesan inspector for most of these meetings and also by the contractor and for the pre-inspection meeting with parents. Twelve parents attended the parents' meeting and 101 returned questionnaires, 9 of whom added written comments.

144 During the inspection, 57 lessons, or parts of lessons, were observed and additional observations and interviews about lessons were recorded. Inspectors heard a sample of pupils read from each year group. At least three pupils' work from the present and past year was scrutinised from each class. Interviews were held with five different groups of pupils about their work or their attitudes to school. Time was also spent gathering information from the displays about the school. Three class or whole-school assemblies were attended.

145 Teachers' plans and records were examined, as were pupils' assessments and the individual educational plans of pupils with special educational needs. The morning arrival, breaks and lunch times were observed and morning and afternoon registrations attended. The school's wider documentation, class registers and a sample of pupils' reports were inspected. The school development plan, budget figures and the school's administrative procedures were scrutinised. Interviews were held with the headteacher, the school secretary and the chair of the finance governor with regard to efficiency.

146 Inspectors held seven interviews with governors and 20 with the headteacher and teachers. Inspectors talked to support staff about their work. The registered inspector reported back to the headteacher daily on the inspection team's preliminary judgements. Meetings were held at the end of the inspection, reporting back to the headteacher together with coordinators on ten subjects and the under-fives provision, and to teachers individually on their teaching. The preliminary strengths and weaknesses of the school and the Key Issues were reported back to the headteacher at the end of the inspection.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	163	2	36	28

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

7.20

Number of pupils per qualified teacher

23

#### Education support staff (YR - Y6)

Total number of education support staff

6

Total aggregate hours worked each week

116

Average class size:

27

### Financial data

Financial year:

1998/1999
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	£
Total Income	305,304
Total Expenditure	295,881
Expenditure per pupil	1,815
Balance brought forward from previous year	1,373
Balance carried forward to next year	10,796

## PARENTAL SURVEY

Number of questionnaires sent out:

180

Number of questionnaires returned:

101

### Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	53	44	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66	33	1	0	0
The school handles complaints from parents well	41	46	13	0	0
The school gives me a clear understanding of what is taught	42	49	6	4	0
The school keeps me well informed about my child(ren)'s progress	48	47	3	3	0
The school enables my child(ren) to achieve a good standard of work	47	49	4	0	0
The school encourages children to get involved in more than just their daily lessons	43	44	10	3	1
I am satisfied with the work that my child(ren) is/are expected to do at home	47	47	3	3	0
The school's values and attitudes have a positive effect on my child(ren)	63	34	2	0	0
The school achieves high standards of good behaviour	63	33	3	1	0
My child(ren) like(s) school	75	23	2	0	0

### Other issues raised by parents

147 A few parents felt that there should be more extra-curricular activities and visits. *There were written comments on nine of the questionnaires returned. Twelve parents attended the parents meeting.*