

INSPECTION REPORT

KEELBY PRIMARY SCHOOL

GRIMSBY

LEA area : Lincolnshire

Unique Reference Number : 120456

Inspection number 188032

Headteacher : Mr A. Johns

Reporting inspector : Mr P. Sudworth - 2700

Dates of inspection : 11th October – 15th October 1999

Under OFSTED contract number: 707574

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Community
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Manor Street, Keelby, Grimsby DN41 8ED
Telephone number :	01469 560366
Fax number :	01469 560366
Appropriate authority :	Governing Body
Name of chair of governors :	Mr Adrian Mitchell
Date of previous inspection :	21-24 May, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr P. Sudworth	Design and technology; Physical education; Religious education; Special educational needs.	Attainment and progress. Leadership and management; The efficiency of the school;
Mr D. Read	Equal opportunities	Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mrs G. Wilkinson	English; Areas of learning for under-fives; History.	Teaching
Mrs G. Plummer	Mathematics; Geography; Art.	Assessment; Staffing, accommodation and learning resources.
Mrs S. Cox	Science; Information technology; Music.	Curriculum; Pupils' spiritual, moral, social and cultural development.

The inspection contractor was:

*National Educational Services,
Linden House,
Woodland Way,
Gosfield,
Nr. Halstead,
Essex
CO9 1TH*

Telephone/Fax No.: 01787 476575

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1-3
- Key indicators 4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 5-24
- Attitudes, behaviour and personal development 25-27
- Attendance 28-30

Quality of education provided

- Teaching 31-36
- The curriculum and assessment 37-47
- Pupils' spiritual, moral, social and cultural development 48-52
- Support, guidance and pupils' welfare 53-61
- Partnership with parents and the community 62-66

The management and efficiency of the school

- Leadership and management 67-74
- Staffing, accommodation and learning resources 75-79
- The efficiency of the school 80-85

PART B: CURRICULUM AREAS AND SUBJECTS

- Areas of learning for children under five 86-96
- English, mathematics, science, information technology and religious education 97-145
- Other subjects or courses 146-185

PART C: INSPECTION DATA

- Summary of inspection evidence 186-187
- Data and indicators 188

MAIN FINDINGS

What the school does well

Pupils' attainment in English, mathematics and science is in line to be above expectations at the end of both key stages.

The overall quality of teaching is consistently good across the school.

The provision for pupils with special educational needs is very good and they often make very good Progress.

The school makes very good provision for the pupils' moral development.

pupils' attitudes to work, their behaviour, attendance, personal development and their relationships with each other are very good.

The partnership with parents is very good and there is very good communication with them about the general life of the school.

Procedures for supporting pupils and consideration for their well-being are very good.

Where the school has weaknesses

The provision for pupils' spiritual development is unsatisfactory and the school does not meet requirements for a daily act of collective worship.

Pupils are not making enough progress in information technology (IT) and religious education (RE) at Key Stage 2 and attainment is below expectations in these subjects.

School development planning is not sufficiently precise in some respects.

In several subjects the school lacks schemes of work to assist teachers to plan sequential activities and so help them to build on pupils' previous learning.

The teachers do not use on-going assessment consistently enough to check on pupils' understanding which could then inform the planning of the content for the next lessons.

Higher achieving pupils are not always sufficiently challenged in lessons, other than in mathematics and English, and in some lessons pupils, irrespective of ability, often do the same work. Too many worksheets are given which restrict pupils' response.

Most subject specialists have not been monitoring standards of work and supporting classroom practice in the subject for which they are responsible.

The amount of teaching time in Key Stage 2 is well below government minimum recommendations.

The significance of the school's strengths outweighs the weaknesses. The areas for development will form part 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

Whilst progress has been made in some aspects since the last inspection, overall, the amount of improvement has been unsatisfactory. The quality of classroom teaching has improved. Some improvements have been made in the provision for pupils' cultural development. Resources in religious education and geography have improved but pupils' attainment in RE at Key Stage 2 is now below expectations. The quality of accommodation has improved. The provision for pupils' spiritual development is still unsatisfactory and overall, daily collective worship does not fulfil requirements. Some schemes of work are now in place, for example in science and music, and good initiatives have taken place to introduce the national literacy and numeracy strategies. In other subjects, such as geography, the staff is currently working on such schemes. Overall, however, there is still insufficient curriculum guidance to help teachers with their planning in most subjects and to ensure pupils' skills, knowledge and understanding are built up sequentially. Resources have been improved in IT and the staff has undertaken some training. As a result standards in information technology have improved in Key Stage 1 but they are still unsatisfactory by the end of Key Stage 2. Continuous assessment arrangements are now strong in English but not in science and mathematics. In the other National Curriculum subjects assessment and record keeping are still unsatisfactory to plan in detail for the differing needs of pupils. Subject co-ordinators have not had enough opportunities to monitor standards of work and teaching. Overall insufficient progress has been made in addressing the key issues from the previous report and some other issues which were raised in it. The school has a sound base and capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum results.

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
English	C	E	<i>above average</i>	<i>B</i>
Mathematics	A	B	<i>average</i>	<i>C</i>
Science	A	B	<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>

The percentage of pupils attaining the standards expected of 11 year olds in the national tests in 1999 was well above average in mathematics and science and average in English. Against similar schools, judged by free school meal percentages, the school's results were above average in mathematics and in science but well below average in English. The standards seen during the inspection indicate that standards in English, mathematics and science are in line to be above national expectations by the end of Key Stages 1 and 2. Pupils' attainment in IT is meeting expectations in Key Stage 1 but it is below in Key Stage 2. In RE pupils' attainment by age seven meets expectations in the locally agreed syllabus for RE but the standards of the oldest pupils are below expectations in Key Stage 2. In physical education (PE), art, music, geography, and history pupils' attainment is in line with expectations in both key stages. Insufficient evidence was available to judge standards in design and technology (DT) in Key Stage 2 but in Key Stage 1 they are in line with expectations.

Quality of teaching

Teaching in:	Under 5 - 7 7 - 11 years		
	5	5 - 7	7 - 11 years
English	Good	Very good	Good
Mathematics	Good	Good	Satisfactory
Science		Good	Satisfactory
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Satisfactory	Insufficient evidence
Other subjects	Good	Good	Good

Overall the quality of teaching is good in both key stages and also in the early years department. Less than five

percent of lessons observed during the inspection week were unsatisfactory but these few unsatisfactory lessons balanced equally against a similar percentage of excellent lessons. In total, approximately two-thirds of lessons were good or better.

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	Pupil's behaviour is very good. Pupils are polite, courteous and they show respect for one another and their teachers. They work and play well together.
Attendance	Above average. Very little unauthorised absence. Pupils are punctual.
Ethos*	Pupils have very good attitudes to their work. Relationships in the school are very good. The staff works hard to achieve high standards particularly in English and mathematics but the match of work to different abilities could be better in the other subjects.
Leadership and management	Overall the leadership of the school is sound but there is room for further development in the way standards in the school are monitored. The school's development plan is not sufficiently precise in some respects.
Curriculum	The school fulfils National Curriculum requirements but swimming is not included in the PE programme. The distribution of time allocated to IT is unsatisfactory. The curriculum for the under-fives is well balanced.
Pupils with special educational needs	The school's special needs co-ordinator (SENCO) is very effective in her organisation of the work for pupils who have learning difficulties and the provision for pupils with special educational needs is very good. The guidance of the language support teacher and the involvement of parents in the reading recovery programme are very helpful to these pupils.
Spiritual, moral, social & cultural development	Pupils' moral development is very good. Their social development is good and provision for their cultural development satisfactory. It is unsatisfactory for their spiritual development.
Staffing, resources and accommodation	The school is adequately staffed. The level of resources is satisfactory overall but it is good for English, history and PE. The accommodation is in good condition and the site facilities are satisfactory.

Value for money

Satisfactory.

** 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

- Their children enjoy school.
 - The school achieves high standards of behaviour.
 - Their children achieve good standards of work.
 - Communication between school and home is good. Parents are kept well informed about their children's progress, and they value the school reports.
 - They find it easy to approach the school with suggestions and complaints.
- The school encourages parents to play an active part in the life of the school.
- Pupils receive good support and care.

What some parents are not happy about

- Some parents are unsure what their children are supposed to achieve for their age.
- A few parents feel that insufficient time is devoted to IT.
- A few parents feel not enough time is devoted to PE.

The inspectors agree with all the positive views expressed by parents. They are of the opinion that the school could do more to ensure that parents are aware of what is to be taught and what the requirements are for particular ages. They are of the view that insufficient time is devoted to IT but cannot support parents' concerns that insufficient time is given to PE.

KEY ISSUES FOR ACTION

In seeking to develop the school further and build upon the at least satisfactory, and often good, standards in English, mathematics and science, the governors, headteacher and staff need to address the following issues:

improve pupils' levels of attainment in information technology (IT) and religious education (RE) by the end of Key Stage 2, (Paras 5, 19, 20, 37, 73, 132, 140), by:

- a) revising the current time-tabling arrangements for the teaching of IT and increasing the amount of time devoted to it; (40)
 - b) increasing its use across the curriculum; (134)
 - c) further increasing the teachers' levels of skill in teaching the subject;
 - d) ensuring the National Curriculum Programmes of Study for IT are fulfilled to a much greater depth;
 - e) devising a scheme of work for the subject; (19)
 - f) reviewing the way the staff are interpreting the locally agreed syllabus for RE and ensuring that pupils learn about the subject in an appropriate depth for their ages; (20, 140)
-) complete schemes of work in those subjects for which structured guidance of the teaching of skills and content is not yet available and in so doing consider the content for different age groups in order:
- a) to guide the teachers in their lesson planning, (41, 73)
 - b) to ensure pupils' knowledge, skills and understanding are developed progressively;
 - c) to enable teachers to match the work to the prior attainment and age of the pupils particularly for the higher achievers. (12, 15, 18, 38, 70, 109, 114)
-) improve record keeping and continuous assessment arrangements, except in English, so that
- a) regular recording is kept of pupils' progress; (39, 44, 46)
 - b) teachers are more clearly aware of what pupils can do and what groups of pupils need to do next; (43, 46)
 - c) systems are effective yet manageable.
-) improve the quality of school development planning and the monitoring of standards and classroom practice by:
- a) ensuring subject co-ordinators devise action plans for their subject responsibilities and tie this in to the overall school development plan; (68)
 - b) devise a programme for subject monitoring with clearly specified criteria and aims and which is known to all staff; (71, 73)
 - c) ensure that the school's development plan is more precise and links more closely with subject co-ordinators' plans; (68)
 - d) plan with greater precision for the longer term; (68)
 - e) involve the governors more actively in the monitoring of the plan and in monitoring the standards in subjects. (67)
-) review and monitor current approaches to the organisation of the curriculum so that it takes into consideration the following:
- a) the amount of time devoted to different subjects, particularly in IT; (40, 84, 134)
 - a) the effect of 'blocking' subjects for specific weeks of the term with resultant long gaps in between; (40)
 - b) the planning of similar work for two year age bands and the match to the wide range of abilities and needs.
-) ensure that arrangements for the collective act of worship meet legal requirements and that the overall provision for pupils' spiritual development is improved. (48)
-) review the amount of teaching time in Key Stage 2 which falls below government guidelines by at least one hour and thirty-five minutes weekly. (32, 35, 84)

INTRODUCTION

Characteristics of the school

1. Keelby Primary School is situated in the village of Keelby in the north-east of Lincolnshire about nine miles from Grimsby. The area is one of predominantly private housing. Many of the people who live in the village work in Grimsby and the Humber Bank industries as well as in local agriculture. At the time of the inspection there were 224 pupils on roll, evenly distributed between boys and girls. The school roll has been fairly steady over recent years. Almost all pupils are of white European origin. There is a wide spread of ability but overall the attainment of the pupils on entry is slightly above that expected for pupils of this age. Eight pupils take up their free sandwich school meals entitlement. Thirty-three pupils, about the national average, are on the school's special needs register, one of whom has a statement of special educational need. Most of the pupils who attend the school come from the village and its immediate surrounds but a small number travel to the school from much further distances. The under-fives children begin school in the September of the school year in which they will turn five.

2. The school's aims include caring for the individual needs of each child so that the children realise their full potential emotionally, socially, physically and intellectually; the involvement of children, parents, staff and governors as essential partners in the education process and development of the school.

3. The school's development plan includes improving the continuity across key stages, resources for numeracy and the planning for numeracy and the raising of standards.

Key Indicators

Attainment at Key Stage ¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	99 (98)	21 (16)	14 (12)	35 (28)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	18 (14)	18 (15)	20 (15)
at NC Level 2 or	Girls	14 (11)	14 (12)	13 (11)
Above	Total	32 (25)	32 (27)	33 (26)
Percentage at NC	School	91 (89)	91 (96)	94 (93)
Level 2 or above	National	82 (90)	83 (81)	87 (84)
Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	19 (13)	21 (13)	20 (13)
at NC Level 2 or	Girls	14 (12)	13 (11)	14 (12)
Above	Total	33 (25)	33 (24)	34 (25)
Percentage at NC	School	94 (89)	94 (86)	97 (89)
Level 2 or above	National	82 (81)	84 (84)	87 (86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year: **Year 99 (98) Boys 14 (18) Girls 15 (14) Total 29 (32)**

National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	10 (10)	13 (8)	14 (9)
at NC Level 4 or	Girls	11 (13)	12 (12)	13 (12)
Above	Total	21 (23)	25 (20)	27 (21)
Percentage at NC	School	72 (72)	86 (63)	93 (66)
Level 4 or above	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	10 (10)	13 (12)	13 (12)
at NC Level 4 or	Girls	11 (12)	12 (14)	13 (12)
Above	Total	21 (22)	25 (26)	26 (24)
Percentage at NC	School	73 (71)	86 (84)	90 (77)
Level 4 or above	National	68 (65)	69 (65)	75 (71)

Attendance

Percentage of half days (sessions) %

¹ Percentages in parentheses refer to the year before the latest reporting year

Missed through absence for the	Authorised	School	3.8
Latest complete reporting year	Absence	National comparative data	5.6
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	21.4
	Satisfactory or better	95.7
	Less than satisfactory	4.3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5 Levels of attainment indicated in the previous inspection report have largely been maintained in both key stages except in RE by the end of Key Stage 2. Year 6 pupils do not have a secure knowledge of the requirements in the locally agreed syllabus in this subject. Some improvement has been made in IT by the end of Key Stage 1 but it is still below expectations of 11 year olds by the end of Key Stage 2. Viewing the curriculum as a whole, however, standards are above national expectations at Key Stage 1 in which pupils make good progress and in line with expectations at Key Stage 2 in which overall progress is sound.

1.Children's attainment on admission to the early years department is slightly above expectations for this age. Children make good progress in all aspects of their work and their attainment by age five in language and literacy, mathematics, personal and social education, knowledge and understanding of the world, physical and creative development is above the national recommendations for young children's learning for this age. The children relate very well to each other and are attentive in class discussions. They have good listening skills and the majority has made a good start in learning to read. They are learning how to form letters and numbers correctly and most can write their name. They have a good understanding of early number activities and can sort objects according to a number of criteria. The children talk confidently about events and significant people in their own lives. In imaginative play they show a good understanding of the roles and behaviours of others. They use a variety of tools, such as brushes and scissors, with care and control

2.By the end of Key Stage 1 attainment in English overall is above expectations and pupils continue the good progress made in the early years department. In the 1999 Standard Assessment Tasks (SATs) the percentage of Key Stage 1 pupils reaching the expected level (level 2) or above in reading and writing was well above the national averages. The percentage of pupils reaching the next level or above in reading and writing was around the national average. The content of the current Key Stage 1 pupils' writing is good and reading standards overall are above expectations. The highest attaining Key Stage 1 pupils read aloud fluently and with expression and not only understand the text but also can predict likely outcomes and empathise with events and characters. Most pupils enjoy reading. Teacher assessment of speaking and listening shows Key Stage 1 pupils to be above the national average and pupils make good progress. They listen attentively.

3.In Key Stage 2 the pupils make steady progress in English. By the end of Key Stage 2 in 1999 the percentage of pupils reaching the expected level in English for this age (level 4) or above was about the national average and the percentage of pupils reaching the next level or above was close to the national average. Standards and progress in speaking and listening continue to be good. Pupils can make informed contributions to class and group discussions. By the end of Key Stage 2 the majority of pupils read a variety of texts fluently and with enjoyment. They can scan texts for information accurately and select information appropriately in order to make judgements. They extend the quality of their writing and write for a wide variety of purposes and for a variety of audiences. Their work is neat and well presented with a good quality of spelling and punctuation. The current standards of Key Stage 2 pupils in reading and writing are at least in line with expectations.

4.Taking the years 1996 to 1998 together, the percentage of pupils at the end of Key Stage 1 who reached the expected level or above in reading was above the national average and in writing it was well above the national average. At Key Stage 2 over the same period the pupils' performance in English was above the national average. Comparison with schools with pupils from similar backgrounds shows that in 1998 the percentage of pupils at the end of Key Stage 1 who gained the expected level or above in reading was close to the national average and in writing it was above the national average. At Key Stage 2, in comparison with schools in similar contexts, attainment in English was below average. Trends over the period 1996 to 1998 indicate that the attainment of pupils is improving in both key stages. On the evidence of lessons observed, a scrutiny of work and pupils heard to read, standards this year are likely to be above national averages.

5. In both key stages pupils with special educational needs make very good progress in reading and writing and good progress overall in their learning. This is because of the very good provision made to meet their needs, teaching linked to individual education plans, the setting of precise targets, well matched learning materials, the organisation of the reading recovery programme by the language support teacher and the commitment and involvement of parent-volunteers in this work. This programme, combined with the very good organisational work of the special needs co-ordinator and good support in other lessons are the major contributory factors in their overall good progress. Higher attaining pupils make good progress in mathematics and English in both key stages and satisfactory progress in other subjects, except in RE and IT in Key Stage 2, in which it is unsatisfactory.

6. Standards in mathematics are good and attainment is above national averages by the end of both key stages. The results of national tests over time show attainment at the end of Key Stage 1 to be well above the national average. At Key Stage 2 results have fluctuated between being close to and above the national average. The 1999 results suggest standards are rising to above average. Numeracy is a particular strength of the school and it is the area in which standards are rising. Standards in using and applying mathematics, though satisfactory, are hindered by a lack of opportunity for pupils to develop the skills of working independently on investigative tasks to a good standard.

7. At the end of Key Stage 1 in 1999, the test results in mathematics for the seven-year olds were well above the national average. When compared with those of similar schools, the results were above average. Pupils do very well in attaining the higher levels. At the end of Key Stage 2 in 1999, pupils' attainment in national tests was well above the national average and above that of similar schools. The test results for 1998 were much lower. During the inspection there was a high proportion of pupils in Year 6 attaining above the expected level for their age.

8. Progress in pupils' knowledge, mathematical understanding and skills over time in both key stages is sound. Pupils enter the school slightly above the expected level and leave above the expected level. Progress in work on measures and in data handling is satisfactory. Satisfactory progress is being made in shape work overall but this is being hindered in Key Stage 1 and lower Key Stage 2 by inappropriate use of vocabulary. Across the school, work for lower attaining pupils is often well matched to pupils' needs and pupils with special educational needs are well supported. The development of numeracy across the school curriculum is good. For example it is used well in geography when pupils interpret temperature and rainfall graphs, read grid references and scales and averages. In science good use of it is made in data handling. Overall pupils make sound progress in mathematics in both key stages.

9. Progress in the lessons seen during the inspection was satisfactory overall. Good progress was seen in Year 2 where pupils were adding in multiples of ten, in Year 5's work on fractions of whole numbers, and very good progress was seen in the top set in Year 6 who were ordering decimal fractions. In lower Key Stage 2 the reinforcement of mathematical concepts and operations is good but higher attaining pupils are not always working at a sufficiently high level to enable them to make good progress.

10. Current standards in mathematics in the school are very comparable to the performance of the pupils in 1999 when at the end of Key Stage 1 results were well above the national average. When compared to similar schools the results were above average. Pupils do very well in attaining the higher levels. At the end of Key Stage 2 in 1999, pupils' attainment in national tests was well above the national average and above that of similar schools. The test results for 1998 were much lower. During the inspection there was a high proportion of pupils in Year 6 attaining above the expected level for their age. A significant proportion in the second mathematics set, however, is under-performing because similar work is being given to all pupils resulting in unsatisfactory progress in those particular lessons.

11. Standards in science across the school are good. In the 1998 Key Stage 2 tests pupils' performance in science was below that achieved nationally. However, there was a significant increase in standards in the 1999 national tests, which were well above the national average and above those for similar schools. There has also been a significant increase in the numbers of pupils achieving Level 5.

12. Good work in investigation is carried out in Key Stage 1. Pupils record their experiments scientifically using charts and tables and some pupils are able to pose their own scientific questions. For example, in Year 2 a class of pupils posed their own hypotheses about the relationship between the length of arms and legs and performance in

related movements such as reaching and jumping. Higher attaining pupils were beginning to relate this to other measurements such as height. By the end of Key Stage 2 pupils use correct scientific terminology such as variables and constants, and understand the concept of fair testing. Attainment is above expectations in life processes and living things, materials and physical processes. Pupils' skills in investigative and experimental science are not as well developed. This is because pupils have insufficient opportunities for this kind of work and there is a high proportion of directed work which limits the opportunities pupils have for making decisions, selecting equipment and resources and deciding how to record their results. Attainment of higher attaining pupils is also restricted as work is insufficiently challenging. This aspect of science is not tested by the SATs.

13. Progress over the school, as a whole is satisfactory but it is good in Key Stage 1. However the progress and attainment of the higher attaining pupils are restricted due to the over reliance on printed worksheets which limit their response. The common use of these is restricting pupils' opportunities to demonstrate their understanding and is limiting their written form of expression. Across Key Stage 2, pupils of different prior attainment are often required to complete identical tasks to the same depth. As a consequence the higher attaining pupils are not always sufficiently challenged. Pupils with special educational needs make good progress and are well supported in science lessons.

14. Standards of attainment by the end of Key Stage 1 in IT are in line with expectations for pupils aged seven but insufficient time is given to the teaching of it at Key Stage 2. As a consequence, standards by the end of the Key Stage are below national expectations. There is a lack of depth to the work undertaken in Key Stage 2. For example, several examples of work are a direct copy of written work already undertaken and because of a lack of opportunity, the work is not refined. Overall, pupils in Key Stage 1 make satisfactory progress. Pupils' progress in Key Stage 2 is unsatisfactory, because of the limited time children spend on computers, the long gap between opportunities and the lack of sufficiently detailed guidance for teachers on the progression of skills.

15. The attainment of the pupils by the end of Key Stage 1 meets expectations for their ages in the locally agreed syllabus for RE and the pupils make sound progress but they are below for 11 year olds by the end of Key Stage 2 and progress is unsatisfactory. Key Stage 1 pupils understand about human behaviour and emotions and appreciate that different people have different beliefs and celebrate a range of festivals. By the end of Key Stage 2 pupils have studied some of the elements from different faiths but their written work, particularly in Years 5 and 6, shows too much change of focus and shift of emphasis from one faith to another and within a faith. Because these changes happen in quick succession pupils are not having enough time to assimilate and consolidate specific learning experiences relevant to a particular faith. Current Year 6 pupils repeated work on feelings which had been undertaken previously.

16. In the small number of lessons seen, and in work on display, standards in art for the majority of pupils are satisfactory at the end of both key stages. The higher attaining pupils by the end of Year 2 and Year 6 are producing good quality work. Pupils' progress in both key stages is sound.

17. In DT by the end of Key Stage 1 the pupils' work is in line with expectations for their age and they make satisfactory progress. Insufficient evidence was available to make judgements on DT by the end of Key Stage 2. Few examples were available from previous work and no DT was being taught during the inspection week. However, Key Stage 2 teachers' planning indicates that it was to be taught. Standards in geography and history are similar to National Curriculum expectations for ages seven and eleven and pupils make sound progress.

18. In music standards are broadly in line with those expected by the end of both key stages. Pupils who attend the recorder groups read standard music and can sustain a part independently. Progress throughout the school is satisfactory.

19. The school does not provide for swimming instruction because of the long distance to a suitable pool but most pupils undertake swimming as a leisure time activity and a significant number can swim 25 metres by the age of eleven. In other aspects of PE pupils at the end of both key stages meet National Curriculum expectations in all aspects of PE and make suitable progress.

Attitudes, behaviour and personal development

20. Pupils' behaviour in class and when moving around the school is very good. The vast majority of parents responding to the parents' questionnaire indicate that behaviour is good. The inspection findings support those views.

21. Pupils, including the under-fives, are invariably polite, courteous and helpful and they demonstrate good attitudes through their learning and social interaction. They treat each other and adults with respect and they treat books, equipment and the fabric of the building with great care. Relationships between pupils and pupils and between pupils and adults are very good. The school is a well-ordered community. Pupils with special educational needs are integrated well and fully supported. Pupils listen carefully to instructions, undertake promptly what they are asked to do and, as they progress through the school, willingly take on more responsibilities, which greatly enhance the smooth running of the school. This is recognised by a very good system of privileges, which shows respect for their maturity. Pupils work and play together well. They clearly articulate their own views demonstrating good social understanding and self-confidence. There have been no exclusions.

22. The school has a positive and caring ethos within a well-structured personal and social education programme, which treats pupils equally and fully supports their personal development. Overall the social and personal development of pupils is very good and reflects the findings of the previous inspection. As pupils move up through the school they take on an increasing range of responsibilities for example running the school bank and setting out the hall for assemblies.

Attendance

1. The level of pupils' attendance is very good and is well above the national average. There is a little unauthorised absence. Punctuality is good and pupils generally arrive at lessons on time. Pupils are registered at the beginning of both the morning and afternoon sessions in a pleasant and efficient manner. Notes from parents are kept secure and carefully filed. The attendance of the under-fives is also good.

2. Some concern is felt about the retention of registers in classrooms and only reporting to the office of absentees. This has been noted previously as a safety issue by the Governing Body.

3. The school has very good and accepted procedures for checking the absence of pupils by telephoning their homes if parents forget to inform the school by telephone or note early on the first day of absence.

QUALITY OF EDUCATION PROVIDED

Teaching

4. The overall quality of teaching in the school is good and this is reflected across both key stages and also in the under-fives. Overall two-thirds of lessons were at least good. The school has slightly improved on the quality of teaching reported in the last inspection. During the inspection the quality of teaching in the majority of lessons observed in the early years department was never less than satisfactory and in Key Stage 1 there was only one unsatisfactory lesson, which was an information technology lesson. Two mathematics lessons were judged unsatisfactory in Key Stage 2. Overall less than five per cent of lessons observed throughout the school were judged to be unsatisfactory. Teaching was more often good or very good. Approximately three-fifths of the teaching at Key Stage 1 was good or better; a higher percentage of very good teaching was observed at Key Stage 1 than Key Stage 2. Some PE and English teaching in Year 2 was excellent. In Key Stage 2 just over one half of all teaching was good and about one tenth of all lessons was very good together with one English lesson in Year 6 which was excellent. The practice of pairs of staff sharing their ideas together undoubtedly contributes to the overall good quality of teaching.

5. Effective teaching in both key stages is marked by a good knowledge of the National Curriculum Programmes of Study and the Literacy and Numeracy frameworks. The teacher responsible for the Reception class has a good knowledge of the national expectations for their attainment by age five. Activities are appropriate for young children's learning. For example, when introducing letter 'h' in phonic work, good use was made of a collection of

hats from which the children could choose one to wear. The best teaching in the school is characterised by a range of factors. These include the use of subject specific vocabulary, making pupils feel good about their performance, as in a Key Stage 1 PE lesson which gave them the confidence to want to do well, the encouragement and support of individual pupils, selective use of praise and constant evaluation of performance and the careful selection of resources that helps to ensure that pupils' needs are appropriately matched by the learning activities provided. In both key stages teachers regularly undertake periodic assessment activities for all pupils and these are well used to group or set pupils. In English and mathematics some good planning of lessons was observed. In other subjects there is no written evidence that ongoing assessment is taking place that could inform daily planning and thereby help to match the tasks to the pupils' current understanding. Teachers' daily planning is not matched sufficiently well to what pupils know and can do and what they need to do next as learners. As a result in both key stages some lessons provide insufficient challenge to meet the needs of all the pupils and work set is inappropriately matched particularly for the higher attaining pupils.

6. Teachers know their pupils very well. They manage their time effectively and provide positive support and encouragement for pupils during lessons. For example, in literacy and numeracy activities they were observed to target their questions during whole class or group discussion in such a way that ensured all pupils could participate. Teachers establish clear expectations about pupil behaviour and all pupils are consistently very well behaved in both key stages. Marking is done regularly and some diagnostic comments are made, particularly in Literacy, although this practice was not consistent either among teachers or across the curriculum. The very good relationships between teachers and pupils are a most positive feature of the school.

7. Homework is set regularly. Pupils in Key Stage 1 take home reading books to read with parents and key words and spellings to learn. Pupils in Key Stage 2 take home weekly spellings to learn. Some classes are also given other tasks to undertake at home, as for example in a Year 6 class which had been given a task associated with their study of a text from 'Macbeth'.

8. Good provision is made throughout the school for pupils with special educational needs and pupils often make very good progress, particularly in language work. Work is well and carefully planned to match the targets identified in pupils' individual education plans. The well planned and organised reading recovery programme provides high quality additional support for pupils and the work of the parent volunteers is well managed and supported. The SENCO works closely with the class teachers and provides very good support.

9. An important contributory factor to pupils' achievement in the Reception year is the good work of the classroom assistant. Parents who volunteer to work in the school also provide good support. Teachers plan carefully for these additional adults and ensure that they know what is to be taught and where their help is needed. They provide valuable support that enables all pupils to benefit from the classroom activities provided.

The curriculum and assessment

10. Pupils are taught the range of subjects required by the National Curriculum and the locally agreed syllabus for RE. Under-fives children have a good range of early learning experiences. The taught curriculum promotes their intellectual, physical and personal development but there are some weaknesses in the depth of coverage of IT and RE, particularly in Key Stage 2. It meets statutory requirements in all areas, except in PE in which the school is not currently fulfilling its responsibility to teach swimming in Key Stage 2, and the weaknesses in IT and RE. The school has decided not to make provision for swimming due to the length of time needed to travel to a suitable pool and the relatively high costs of transport. Sex education is suitably included within the science curriculum and is taught to pupils in Years 5 and 6. The school also makes provision for developing awareness of drugs and their abuse, and for delivering a programme of personal, health and social education. However, the below recommended amount of teaching time in Key Stage 2 means that some subjects, particularly foundation subjects, are receiving the minimum amount of time to develop skills and knowledge.

11. In mathematics and English pupils are grouped within their classes according to prior attainment. This is extended in Year 6 where pupils are put into sets based on prior attainment across classes in both English and mathematics. These arrangements are effective and ensure that work is matched to the differing prior attainments and needs of the pupils. However, in the rest of the curriculum work is not sufficiently matched to meet the needs

of the highest attaining pupils. Their work is insufficiently challenging and in many instances pupils of all abilities are required to complete the same tasks. As a consequence higher attaining pupils do not always make sufficient progress. In science and history in particular there is an over use of worksheets that limit pupils' responses and which do not challenge the highest attainers.

12.The school makes very good provision for pupils with special educational needs, and this is strength of the school. Pupils' individual education plans are thorough and reviews are conducted regularly with parents. Good systems of support are in place within the school, and the school makes good use of the support services. The provision of additional language support for pupils with special educational needs is excellent, and this extra support makes a significant contribution to the very good progress these pupils make. Pupils have equality of access to the curriculum and both boys and girls have equal opportunities across the curriculum. For example, both boys and girls participate in football and netball in PE lessons.

13.The time spent in class is below that recommended nationally for pupils in Key Stage 2. Whilst the school delivers a broad and balanced curriculum, information technology currently receives insufficient time when the few opportunities for cross-curricular application are combined with the irregular times for formal instruction. Pupils in Key Stage 2 do not have regular opportunities to use the computers to enable them to make sufficient progress. Concerns expressed at the meeting for parents that children receive insufficient time on the computers are supported by the findings of the inspection team. The school currently organises a blocking system in which most foundation subjects are taught intensively for several weeks, and are only returned to many weeks later. As a consequence there are significant gaps of time when pupils receive no teaching or experiences in these subjects. The school does not have monitoring systems in place to judge the effect of this blocking arrangement to ensure that pupils are remembering the skills, knowledge and understanding that they learned some weeks previously.

14.The school currently operates a two-year cycle for science, history, geography, DT and RE. This means that pupils in different year groups cover the same aspects of each subject simultaneously. For example, the history study unit on The Tudors is taught to pupils in Years 3 and 4 in the spring term, and again to pupils in Years 5 and 6 in the autumn term. There are currently no detailed schemes of work, apart from literacy, numeracy, science and music, to ensure that there is an adequate progression of skills and that pupils build on prior experiences. The school has just begun to use a national scheme for science. Although there is whole-school agreement on subject coverage and the amount of time spent on subjects, there are limited arrangements to monitor the practice in classrooms and standards throughout the school of the current provision. A little monitoring work has been carried out in English and mathematics in this regard.

15.The school provides a satisfactory range of extra-curricular activities. Pupils participate in recorders, badminton and football and the school makes good use of outside support from Grimsby Football team. The school organises a number of day visits to enrich the curriculum and pupils in Year 6 benefit from a residential visit to an outdoor activity centre.

16.In the previous inspection, subject guidelines were judged to need clearer advice on the teaching of skills, knowledge and understanding. The findings of this inspection still support this view and unsatisfactory progress has been made in this respect.

17.Whole school procedures for assessing pupils' attainment daily are satisfactory in English and the school regularly assesses what knowledge pupils have retained at the end of periods of time in other subjects. For the Under 5's baseline assessments are made as pupils enter the school and at the end of the year to measure the children's progress. At Key Stages 1 and 2 there is a range of standardised tests across the school which are used to measure year on year progress in mathematics and aspects of English. Optional national tests have also been introduced in Key Stage 2 to measure standards in the core subjects English, mathematics and science which are used to group and to set pupils. There are also plans to assess the practical aspects of these subjects through published tests. Pupils' individual test scores and National Curriculum levels in the core subjects are passed through the school enabling teachers to compare pupils' attainment overtime. Teachers use national guidance to arrive at the given levels. There are no whole school systems in place to record pupils' attainment in information technology, RE and the foundation subjects. Whilst teachers make jottings of pupil progress to inform report writing there are no agreed whole school recording systems in these subjects which help teachers to identify easily what pupils can or cannot do and which can be passed on to the next teacher.

18. Teacher assessments and national test results at the end of key stages are, at times, different despite the fact that school has regular sessions to moderate pupils' written work in English from Reception to Year 6 to ensure all teachers have a shared understanding of National Curriculum levels. The school does not keep examples of its own pupils' levelled work as a reference point but makes use of nationally published materials.

19. The school's use of assessments to inform curriculum planning is unsatisfactory overall. Test results are used well for identifying pupils in need of extra language support and there is good early intervention. They are also used effectively to set pupils for mathematics and English in Year 6 and to provide extra support for higher attaining pupils in these subjects. In addition, good use is made of them to measure the progress of year groups and to identify under-performing pupils. These actions are raising standards in mathematics and English. However, tests are not being analysed to raise staff awareness of areas of strengths and weakness in the delivery of the curriculum. At the same time the school, in relying so heavily on external tests to assess its pupils' attainment and progress, is making little use of teacher assessments to inform its curriculum planning. There are no detailed, written assessment opportunities in teachers' planning at the medium-, short-term or daily planning stages to facilitate teachers' judgements about how well pupils are understanding the work in each lesson, other than in English, except at the start of formal testing weeks. This has meant that the work being set in the foundation subjects is not consistently matching all pupils' learning needs, a key issue in the last inspection report. This is particularly noticeable for higher attaining pupils in those subjects where no assessments are taking place.

20. Whilst the school has a very clear marking policy it is not implemented fully. Marking is inconsistent across the school and very few teachers set written targets supporting pupils to improve the standard of their work.

Pupils' spiritual, moral, social and cultural development

21. Overall the provision for pupils' spiritual, moral, social and cultural development is good. However, provision for pupils' spiritual development is unsatisfactory. The school does not comply with the statutory requirement to provide a daily act of collective worship and when these occur they do not sufficiently promote a sense of occasion and atmosphere, or a clear time for reflection. For example, worship sometimes comes at the end of singing practice, without a clear distinction between the different purposes. There are few opportunities for pupils to reflect upon the deeper significance of the subjects they study, and there are insufficient opportunities for pupils to gain knowledge of, and insight into, their own and others' beliefs.

22. Provision for pupils' moral development is very good. There is a strong moral code and framework in which pupils develop a good understanding of right from wrong. The school has clear expectations for high standards of self-discipline and behaviour and these are communicated clearly to pupils through regular reminders. Teachers maintain high standards of pupil behaviour, and encourage values such as honesty and fairness. These values are promoted through discussions in class and through the school merit system in which pupils take responsibility for recording their own points awarded by teachers.

23. Provision for pupils' social development is good. Teachers promote pupils' self-confidence and self-esteem through praise, celebration of good work and in the very good relationships they have with pupils. Teachers take time to listen to pupils and respond sensitively to them, valuing their contributions. As pupils move through the school they are encouraged to take on responsibilities, for example helping to run the school bank and setting up the hall for assemblies. As pupils move into Year 6 they are given special privileges, as well as additional responsibilities. Pupils in Year 6 are allowed to stay in during lunch- and break-times, and have facilities such as table-tennis and snooker during these times. Pupils have well-developed social skills in speaking and listening and this is reflected in the way they work and communicate together. They are given good opportunities to work together in lessons and to support each other. For example, in science lessons, pupils work together collaboratively on practical experiments sharing equipment and helping each other. Pupils with special educational needs are well supported by other pupils when help is needed.

24. Provision for pupils' cultural development is satisfactory. The school has held a 'focus' week on Africa and visiting Nigerian craftsmen came to the school to work with pupils and teachers. Visitors to the school also enrich the cultural provision by providing insights into other cultures and religions. In geography pupils' cultural

development is enhanced by the study of the Caribbean and in RE pupils learn something about the religious beliefs of Islam and the festivals of Divali, Eid and Sukkot. Pupils are also introduced to music from a variety of cultures and countries.

25.The school has made satisfactory progress in addressing provision for pupils' cultural development since the last inspection in which provision was judged to be unsatisfactory. The good provision for pupils' moral and social development has been maintained. However, the school has not made satisfactory progress in improving provision for pupils' spiritual development, which remains unsatisfactory. The school aims do not currently encompass pupils' spiritual and cultural development.

Support, guidance and pupils' welfare

26.The staff provides very good personal guidance for all the pupils and promotes attitudes which contribute well to their overall progress and personal development. This judgement supports the views of the parents. Ancillary staff and lunch-time supervisors also give very good support and care. The caring, safe and pleasant learning environment reported on in the previous inspection has been retained.

27.The arrangements to support the under-fives children on entry are carefully applied and these children are carefully supervised. Procedures for pupils with special educational needs are very good and help them to work towards the objectives of their individual education programmes.

28.Relationships between staff and children are very good both in and out of the classroom and the school promotes and achieves very good behaviour and a responsible and caring attitude in the children. This is reflected in respect the children have for each other, the school and personal property and fulfils this aspect of the school's aims and objectives.

29.The pupils grow in confidence and maturity throughout their life at the school, which is enhanced by the effective personal and social education provided by the school.

30.In the very few cases where bullying or other harassment is recognised, it is promptly dealt with in a sensitive manner with the full involvement of parents as necessary. A few parents feel that complaints are not handled well. The team could not find any evidence to support that judgement and the headteacher and governors have agreed complaint procedures and are always willing to listen to any problems. Naturally individual parents' experiences cannot be assessed.

31.Procedures for recording and reporting attendance comply with regulations, and the school does all it can to promote regular attendance. Any instances of absence are investigated if not supported adequately by note or telephone message. However the retention of registers in classrooms is seen as a safety issue in the event of a building evacuation.

32.Child protection procedures are in place and the headteacher is the designated child protection person. All members of staff are aware of the agreed arrangements. There is a comprehensive Health and Safety policy in place and roles are clearly defined. An LEA safety officer has carried out a recent audit. No urgent matters were raised.

33.Arrangements for first-aid, fire protection and the safe handling of substances is good. During the inspection no breaches of statutory requirements were noted.

34.The fabric of the building and all the equipment are well maintained and together with the excellent cleanliness and hygiene standards, enable the school to maintain the well being of the pupils in its care.

Partnership with parents and the community

35.The school welcomes parents to the school at every opportunity insisting on an 'open door' policy and parents

are very supportive of their children and the school. They believe that they can approach any member of staff if they have any concerns. The partnership with the parents is very good and accords with the previous inspection report. The good relationships with the parents contributes to the efforts the parents make on behalf of the school, for example their very good involvement in the reading recovery programme and the raising of funds.

36.Information provided for parents is very good, including the prospectus and annual reports, and keeps them well informed of their children's personal and social development and progress. Reports are well written and give parents a clear picture of their children's progress and how they can improve. Parents receive regular and informative newsletters and they are very well satisfied with the frequency and content of the information received.

37.Parents support the school in many ways such as taking active roles in giving classroom support, and particularly in the reading support scheme, as well as assisting with many outside visits and other cultural activities. There is no formal parent-teacher association but parental support is excellent and includes good financial support through fund-raising activities.

38.The school encourages parents to attend open evenings every term and the general level of response is very good. A few parents believe that pupils are not encouraged enough to become involved in additional activities outside lessons nor are they satisfied with the homework. The findings of the inspection do not support these views because there is a clear homework policy which details the amount of time to be spent on homework and what each year group is expected to complete weekly.

39.Liaison with the two main receiver secondary schools is excellent. Transfer and induction procedures are very good. Whilst links with business are limited, relationships with outside agencies and the local community are good.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

40.The overall quality of leadership in the school is sound. The Governing Body has a good range of expertise, meets sufficiently frequently to deal with the school's affairs and the frequency of them exceeds the statutory termly meeting. The Chairman, Vice-chairman and headteacher form an effective executive committee that sets the agenda for Governing Body meetings. This system works well. Governors visit the school informally with varying degrees of frequency but rarely as yet, apart from the literacy and numeracy governors, visit the school with a specific curriculum focus. A few governors provide good practical support in pupils' learning, for example in special needs work. The Governing Body analyses the school's development plan prepared by the senior management team, but has not been sufficiently vigorous in ensuring that issues raised at the last inspection have been pursued within it.

41.The process by which the senior management team prepares the school's development plan is satisfactory. It periodically includes the views of parents and pupils but always involves the staff. However, members of staff do not prepare written individual action plans for their areas of responsibility to feed into the School Development Plan. As a result, the plan lacks some precision and, apart from literacy and numeracy developments, the curriculum elements are often quite general. Some financial costings are linked to the plan. The way in which the criteria used as a measure for success are to be measured are not indicated sufficiently well on the plan. Whilst the plan is generally on target, some of the target dates are over-optimistic. The generality of some of the objectives and long-term planning is insufficiently specific to allow progress to be monitored.

42.Staff and senior management team meetings are regularly planned but key decisions reached are not minuted. Most of the staff meetings have a curriculum focus but there is not always a sufficiently clear link with the School Development Plan.

43.The school's aims are largely being met. However, those which relate to pupils fulfilling their full potential and the achievement of 'continuity and progression for each child through a whole-school approach to planning, assessment and record-keeping' are not yet completely fulfilled. This is because the school does not yet give sufficient attention to planning for different abilities in the teaching of the foundation subjects and in science and

IT; the same content is often taught to all pupils in paired year groups. The use of worksheets in several lessons often restricts the quality of response from pupils of higher attainers. There is not yet a consistency in the quality of assessment and record keeping.

44.The senior management team has begun a system to monitor the work of targeted pupils in order to assess standards throughout the school and this is helping the staff to raise their expectation of what pupils can do by certain ages. Little monitoring has taken place of pupils' attainment by individual co-ordinators and they have not yet been given time to support colleagues in classrooms in their own subject specialisms. A limited amount is planned for the current term. The headteacher and locally education authority (LEA) personnel have undertaken some observations of classroom practice and this has proved useful. Periodically, co-ordinators take in teachers' planning to assess it against the subject planning guidance but this has not been a consistent feature of practice since the last inspection.

45.Overall, the headteacher provides sound leadership and sets a pleasant tone in the school. Relationships in the school are good between adults and pupils and amongst the staff. The values of the school are implemented in practice and policies that are in place are enacted in practice except for inconsistency in the interpretation of the marking policy.

46.The school is fulfilling all its statutory requirements except it does not provide for swimming in the curriculum because of distance, time and cost, neither does it ensure that a daily collective act of worship takes place. In the case of the latter it has not made progress since the last inspection. In some other aspects too the school has not made sufficient progress. For example, pupils' attainment in IT by the end of Key Stage 2 is still unsatisfactory, the provision for pupils' spiritual development has not improved and there is still a need for co-ordinators to monitor standards of work and classroom practice. Members of staff have been provided with national guidance folders for literacy and numeracy but in other subjects the guidance is limited and in most subjects not yet sufficiently structured. This was a key recommendation in the last report.

47.Overall the staff provides a pleasant learning environment and teachers are working hard to achieve high standards particularly in English, mathematics and science. Pupils have very good attitudes to their work. Generally there is good provision for equal access to the curriculum and in most cases good attention to the needs of different abilities in mathematics and English.

Staffing, accommodation and learning resources

48.Provision for staffing, accommodation and learning resources is satisfactory. The school is adequately staffed with suitably qualified teachers to match the demands of the curriculum and the educational needs of the pupils. There is a largely experienced and stable staff which includes two more recently qualified teachers who have been well supported by the school. Support staff are sufficient in number, given the relatively small class sizes. A qualified teacher provides a programme of language support and is effectively raising the literacy standards of pupils with special educational needs. In addition, there are two support assistants who are experienced in their role. All members of staff are extremely committed to supporting pupils. The day-to-day running of the school is well supported by the efficient work of the administrative, caretaking and lunchtime supervisory staff.

49.Arrangements for the professional development of staff are satisfactory. They link to priorities in the school's development plan and to the well-established teacher appraisal system. Teachers' training needs are not yet built into the school's development plan and members of the non-teaching staff are not included in appraisal. Opportunities for staff to attend courses to aid their professional development and meet the needs of the school are satisfactory. Teacher expertise in information technology, highlighted in the last report as insufficient, has improved as a result of school-based training but this is still an area of teacher insecurity. There are good policy guidelines in place to support newly qualified teachers and their mentors.

50.The school's accommodation is satisfactory. There is sufficient space for the number of pupils on roll and for the effective teaching of all areas of the National Curriculum. Classrooms are adequate in size, carpeted, and provide a pleasant learning environment. Areas within and between classes are brightened up by colourful displays and reflect a valuing of pupils' work. Since the last inspection report significant improvements have been made to

the accommodation in terms of cloakroom space and the provision of an information technology suite. Alongside this have been improvements in storage providing extra space for pupils to work independently. The building is well maintained and kept very clean and litter free.

51.The school grounds are satisfactory in size, well-maintained, with adequate hard playing surfaces. This is divided up effectively to provide safe areas for all pupils whilst enabling ball games and other activities to take place. Tables and chairs are available for pupils to use during break times. The setting out of these provides older pupils' with opportunities to take responsibility. The school field is barely adequate in size for physical education and, although the school can use an adjacent public grassed area, this is not an ideal situation. The wildlife area established provides a stimulus to the science curriculum.

52.Overall, the quality and quantity of learning resources are satisfactory. There is a very good range of fiction books in the library and classrooms and a satisfactory range for research. Pupils have easy access to the books and these support the literacy strategy well. English and history resources are good. Resources for IT and music are satisfactory overall, except for tuned percussion. Improvements have been made to geography and RE resources since the last inspection raising them from unsatisfactory to satisfactory. Resources to support individual and structured play in the early years are unsatisfactory. All resources are easily accessible and are generally of a good quality. The school makes good use of its environment as a learning resource as seen, for instance, with its geography and art visits.

The efficiency of the school

53.The previous report commented favourably on the school's use of funds, effective use of staff and accommodation and generally good use of resources but computers were not being well used. Day to day administration was very efficient.

54.The school's accommodation is generally used to good effect and the teaching and auxiliary staff are well deployed. Parents are used to very good purposes to help pupils with learning difficulties. The learning resources are often used well within lessons to help pupils' understanding but the computers are not used sufficiently well. The IT suite is unused for most of the week.

55.The school's arrangements for planning the budget are sound. School administration, the day-to-day management of the budget and monitoring of spending are very good. The school's most recent LEA audit report in 1996 stated that satisfactory financial controls were in place. All specific sums of money, for example the special needs grant, are used for their intended purpose and the school spends extra money on these children.

56.The school has made good arrangements for energy conservation and has installed water and light saving systems. In the most recent LEA survey the school was categorised 'good' for energy conservation compared with other Lincolnshire schools. The Governing Body has additionally been able to reduce some of its fixed costs such as insurance and rates.

57.The school's teaching time is below government minimum recommendations for Key Stage 2 pupils by at least 1 hour and 35 minutes weekly. Pupils coming in and settling down to work again erode further teaching time at playtime in the afternoon. Some Key Stage 1 children lose time when they are asked to get their coats eight minutes before the end of sessions.

58.The attainment of the pupils on entry is slightly above average and this pattern is reflected in attainment at the end of Key Stage 2 in English and mathematics but they are below expectations in IT and RE. Overall pupils make good progress in the under-fives and Key Stage 1 and steady progress in Key Stage 2. Leadership and management are sound overall. The quality of teaching is good overall throughout the school. When the overall quality of education provided is judged against the slightly below average income per pupil and the attainment and progress which the pupils make, the school gives sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59.Children are admitted into the reception year at the beginning of the academic year in which they become five. Children's attainment on entry to the school is slightly above national expectations. By the age of five most will have achieved the expectations specified in national guidance and a good proportion will have exceeded them. Attainment and progress in the under-fives are good. The curriculum for the under fives, which is based on the national guidelines for young children's learning is provided through a suitable mixture of adult-led structured learning experiences and free play.

60.The children's attainment and progress in their personal and social development is above expectations by age five. At the time of the inspection the majority of the children were well settled. They entered happily and confidently at the start of sessions and showed a good understanding of classroom and school routines. They are quiet and attentive during class and group discussions and activities and follow instructions without difficulty. Children relate very well both to each other and to the all the adults with whom they work. Their behaviour is consistently good. They are polite and courteous and they show a good understanding of right and wrong. When required, they line up sensibly. When playing together they take turns, share and show sensitivity towards, and care for, the needs of others. They are keenly interested in, and enjoy, all the activities provided, are able to make choices about what they will do. Children show sustained concentration and perseverance in the activities they undertake, either self-chosen or adult-directed. In free-play they select and use resources and tools appropriately and with confidence.

61.Children's attainment and progress in language and literacy are good. The children listen well to their teacher and the support staff who work with them and to each other, and are able to follow instructions. They join in confidently with familiar rhymes, songs and story refrains and participate in whole class and group discussions eagerly and confidently. The children listen to stories attentively and with obvious pleasure and can recall and talk about details, showing an understanding of the main ideas. They articulate their ideas in a range of formal and informal situations using a wide vocabulary. In free play activities they can negotiate use of resources and make joint decisions about subsequent actions. In role-play they use language effectively to recreate roles and experiences. The majority of children have made a good start in learning to read. They are learning the shape and sound of individual letters and some can read a number of words from memory. Most are beginning to understand that print is read from left to right and from top to bottom of a page. Children are introduced to reading through a structured reading scheme but are also able to take home a range of books to share with their parents. The children are learning how to form letters correctly and most can write their names, some with great accuracy.

62.Children's attainment and progress in mathematics are good. The majority can count up to ten sequentially and recognise numerals up to five. Some children have a sound understanding of numbers beyond ten. They spontaneously use number counts and observations of patterns in their play. They can make sequential patterns and sort and order objects according to a range of criteria such as shape and colour. They are learning to form numerals correctly. They use counting apparatus appropriately when necessary. Many recognise common two-dimensional shapes such as squares, rectangles, circles and triangles. For example, children printing were observed to recognise and name these shapes as they made their patterns and were able to talk about position. In sand play they recognised full and empty and could make comparisons relating to mass. They are able to use mathematical language appropriately to talk about their experiences.

63.Children's attainment and progress in knowledge and understanding of the world are good. They are able to talk confidently and enthusiastically about events and significant people in their own lives. In activities relating to the theme of 'Ourselves,' they were able to reflect on things that babies would use and were beginning to develop an understanding of the difference between past and present. They are developing a sound understanding of the importance of nutrition for healthy growth. They use computer programs to support their learning without adult assistance. They are able to use a variety of equipment such as scissors, pencils and glue spreaders purposefully and safely. In imaginative play they show a good understanding of the roles and behaviours of others. When playing outside, they observe and comment upon features of the environment and incorporate aspects of everyday life into their play. They use a range of construction materials to build models of things familiar to them.

64.Children's attainment and progress in physical development are good. In PE and outdoor play with large wheeled toys they are able to control their movements and use space well. They are beginning to be aware of the effects of both their own and others' actions in controlling equipment and their bodies successfully. They develop good manipulative skills through using a variety of hand-held tools such as pencils, crayons, markers and scissors. They use pencils well, making good progress in forming letters and numbers correctly. They use a range of construction materials, various 'children's world' apparatus and jigsaws and are able to build and join pieces with ease.

65.Attainment and progress in creative development are good. Children are developing their skills using paint and other media confidently to express their ideas and feelings. They use a variety of tools such as scissors, brushes, crayons and pencils with care and control. They explore colour, shape and form and are developing imaginative responses. They sing songs with good intonation and phrasing and recall tunes and words well. In their role-play and play with small toys they make imaginative responses.

66.The overall provision for the under-fives provides all the children with the opportunity to make a good start to their education. The classroom is well organised and provides a stimulating environment to promote learning. Good use is made of focused displays to arouse children's interest and to support learning. Resources are accessible and children's independence is appropriately fostered through regular opportunities to make some choices about their free play activity. The provision of a wider range of play resources, in sufficient quantity to support collaborative play, would significantly enhance learning opportunities. At present there is no secure outside play area for the reception children and they can only have outdoor play when it can be fully supervised. During the period of the inspection they only had one sustained opportunity to use resources outside and this focused primarily upon wheeled toys and imaginative play. The range of planned learning experiences, particularly those relating to knowledge and understanding of the world, is limited by the lack of a secure outdoor area.

67.Teaching for the under-fives is never less than good and sometimes very good. A range of teaching approaches is used that enhance the learning opportunities provided. For example, when introducing the letter 'h' in phonic work, good use was made of a collection of hats from which the children could choose one to wear. This engaged their interest and gave greater meaning to the activity. The work of the classroom assistant, under the guidance of the teacher, makes a good contribution to children's learning. The joint planning and close working relationship between the teacher and the classroom assistant are significant factors in the children's good progress. Baseline assessment is used to inform both initial groupings and subsequent planned activities. There are systems in place for assessing and recording children's progress against a range of targets especially those related to literacy and numeracy although, as yet, there is no observation and assessment of spontaneous play. Long-, medium- and short-term planning is well established. Adult-led activities across the whole curriculum are planned with clear learning objectives and this contributes to the children's attainment. Whilst free-play opportunities are loosely structured these are not included in daily planning. Although children's free-play was sustained, the lack of adult involvement in these activities meant that children's interests and achievements were not reflected in further planning. Planning does not include the use of the outdoor environment.

68.The under-fives co-ordinator has good subject knowledge. A draft early years policy has been completed. The development of a detailed scheme of work would further contribute to the good practice in the early years.

69.The relationships with parents are good. The practice of holding parent consultation interviews soon after the reception children have been admitted positively promotes their role as partners in their children's education.

ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

English

70.Attainment in English overall is above the national expectations for pupils of their respective ages at the end of both key stages and standards are similar to those as reported in the last inspection. Pupils make good progress in Key Stage 1 and steady progress in Key Stage2. In the 1999 SATs the percentage of Key Stage 1 pupils reaching the expected level (level 2) or above in reading was above the national average and the percentage of pupils reaching the

next level (level 3) or above was slightly above the national average. In writing the percentage of pupils reaching level 2 or above was well above the national average and the percentage of pupils reaching the next level was close to the national average. Teacher assessment of speaking and listening indicates Key Stage 1 pupils to be above the national expectations for this age. Comparison with schools with pupils from similar backgrounds shows that in 1999 pupils' attainment at Key Stage 1 in reading and in writing was above the national average. Taking the years 1996 to 1998 together, at Key Stage 1 pupils' attainment in reading was above the national average expectations and their attainment in writing was well above the national average.

71. By the end of Key Stage 2 the percentage of pupils reaching the expected level for this age (level 4) or above in English in 1999 was around the national average and the percentage of pupils reaching the next level or above was close to the national average. In comparison with schools in similar contexts, attainment in English in 1998 was below the national average and in 1999 well below average. However, between 1996 and 1998 the pupils' performance in English has been above the national average. Trends over the period 1996 to 1998 indicate that the attainment of pupils is improving in both key stages. On the evidence of lessons observed, a scrutiny of work and pupils heard to read standards this year are likely to be above national expectations.

72. The school has introduced the literacy hour as part of the National Literacy Strategy and within the context of its own English policy, has adopted the literacy framework as its scheme of work. This is making a significant contribution to raising standards.

73. In both key stages pupils with special educational needs make very good progress and the provision made to meet their needs is good. Teaching linked to individual education plans, the setting of precise targets and well matched learning materials contribute to their progress. The Reading Recovery programme adopted by the school is also making an important contribution to the progress being made by these pupils. The support given by parents during reading recovery sessions is of a very high quality. This is largely due to the training they have received from the language support teacher, her ongoing support, and the commitment of the parents themselves.

74. By the end of Key Stage 1 standards in speaking and listening are good and pupils make good progress. Pupils listen most attentively to teachers and other adults. They are eager to participate in whole class and group discussion and express themselves confidently. They can use appropriate language to articulate personal responses to stories read, empathise with others, express feelings and emotions and discuss grammatical features. They show sensitivity to the needs and ideas of others when making responses. By the end of Key Stage 2 standards in speaking and listening are above average and progress continues to be good. Pupils show an appropriate understanding of formal language structures and can take account of different contexts when making their responses. They listen attentively in class and group discussions and can make informed contributions to class and group discussions. The well planned activities, that are a daily part of literacy activities, are contributing to the good progress made by all pupils.

75. In Key Stage 1 priority is given to reading and associated activities such as phonic teaching and spelling. Pupils listen to a variety of stories and poetry attentively and respond appropriately to questions about plot, events, characters, meaning and personal response. This was particularly noticeable in guided and shared reading activities. By the end of Key Stage 1 the highest attaining pupils read aloud fluently and with expression that indicates good comprehension, are able to predict likely outcomes and empathise with events and characters. Pupils understand the purpose of punctuation in written texts. They enjoy reading and their progress is good. They use personal dictionaries appropriately and are beginning to develop sound study skills. In Key Stage 2 progress is steady and by the end of Key Stage 2 the majority of pupils read a variety of texts fluently and with enjoyment. They use a range of linguistic terms with understanding and can correctly identify a range of grammatical features when discussing texts. They can scan texts for information accurately and select information appropriately in order to make judgements and have well-developed study skills. In both key stages pupils are heard to read regularly by teachers as part of the guided reading activity and teachers keep careful and detailed records identifying pupils' progress and further learning needs. Pupils take home reading books to share with parents, and teachers guide the selection of these so that they offer appropriate practice and challenge. Phonic skills and spelling patterns are systematically taught throughout both key stages. Overall, standards in reading are above expectations by the end of both key stages.

76. Throughout the school pupils write for a wide variety of purposes and for a variety of audiences including imaginative fiction, personal writing, poetry, reports, factual accounts, letters, lists, note-taking and labelling. The content of their writing is good. By the end of Key Stage 1 the majority of pupils use their phonic knowledge to assist

them in writing words and basic sight and monosyllabic words are usually spelt either correctly or are phonically acceptable. They are beginning to learn to reflect on what they write and undertake revision to improve content. They are beginning to write with greater complexity showing a sound understanding of punctuation. The strategy used by Year 1 teachers of modelling writing, allied to collaborative writing activities for the pupils, is used effectively to support progress. By the end of Key Stage 1 pupils' attainment in writing is well above expectations and progress is good. It is well above average against similar schools. Progress is sound in Key Stage 2 and attainment is in line with expectations by the end of the Key Stage. In the 1999 SATs the percentage of pupils reaching the expected level or above was well below average against similar schools. Most pupils write extensively using a range of appropriate punctuation, and spelling is generally accurate. They have a good understanding of dictionaries and thesauri. They have regular opportunities to draft and rework some of their written work. The present practice of identifying one session weekly to focus on creative writing makes a positive contribution to the standards and quality of writing across the school. Handwriting is taught regularly and systematically throughout the school and from the beginning of Key Stage 2 pupils are taught to write cursively. By the end of Key Stage 2 pupils have a well-developed and fluent handwriting style. Throughout both key stages the standard of presentation of all written work is very good. In both key stages opportunities to write for a range of purposes in subjects other than literacy are restricted by the considerable use of worksheets in these areas.

77. Pupils' attitudes to learning are good in both Key Stage 1 and Key Stage 2. They are well behaved, listen very attentively to adults and each other and are eager to participate in class and group discussions. They apply themselves with very good concentration, purpose and interest to any tasks they are set, even when not directly supervised. Their response in the Literacy lessons observed was always positive and lively.

78. At Key Stage 1 the quality of teaching is very good. At Key Stage 2 teaching is never less than satisfactory and more often good. Teachers plan lessons with clear learning objectives that take full account of the National Curriculum Programmes of Study and the Literacy Framework and they select appropriate resources that will enable pupils to succeed. Their subject knowledge is good. In Key Stage 1 in particular, pupils' progress in phonics and the acquisition of key word sight vocabulary is regularly monitored. In addition pupils' progress in literacy across both key stages is regularly tested using a range of commercial tests and this is used to inform further planning and to assist in setting individual pupil targets. The whole staff is annually involved in a moderation task of pupils' writing across the school and this makes a positive contribution to the achievements made by pupils in this aspect of literacy, as well as supporting continuity and progression. Lessons are delivered with good pace and are well managed and organised with a range of appropriate activities that challenge pupils and maintain their interest. Work is well matched to the abilities of pupils and teachers have high expectations. Pupils' work is regularly marked and sometimes annotated with diagnostic comments, although approaches to this aspect are not always consistent. The overall good quality of teaching contributes to the progress being made by pupils by the pupils. Homework, related to reading practice and spelling, is regularly set and monitored.

79. The school is effectively developing its literacy strategy. The subject co-ordinator has very good subject knowledge and is enthusiastic. There is a development plan for the subject and targets are set for continued development. A policy statement supports teachers and this, together with the framework, is used to assist planning and ensure continuity and progression. The co-ordinator provides support and guidance in a variety of ways including advising colleagues and monitoring classroom practice. An extensive whole-school training programme has been undertaken as part of the literacy strategy and this has clearly contributed to the good subject knowledge of all staff. Resources are good and are used well and include a wide range of guided readers and other materials that support literacy development. All classes have their own class libraries in addition to the school's regularly used central library which is Dewey catalogued.

Mathematics

80. Standards in mathematics are good and maintain the standards reported in the last inspection. Attainment is above national averages by the end of both key stages. This denotes a rise in standards at Key Stage 1 since the last inspection. The results of national tests over time show attainment at the end of Key Stage 1 to be well above the national expectations. The 1999 test results confirm this. At Key Stage 2 results have fluctuated between being close to and above the national average. The 1999 results suggest standards are rising to above average.

81. At the end of Key Stage 1 in 1999, the test results in mathematics for the seven-year olds were well above the

national average. When compared with those of similar schools, the results were above average. Pupils do very well in attaining the higher levels. By the end of Year 2 most pupils can 'add on' in tens using numbers up to a 100. They are familiar with patterns in the multiplication tables for five and ten and can recall them quickly. The place value of digits is understood in numbers including a hundred. Addition and subtraction problems using number up to 50 are accurately calculated and simple numbers can be halved and quartered. Pupils know about regular shapes and their properties and can draw lines of symmetry and identify right angles. Most can understand and measure accurately in centimetres.

82. At the end of Key Stage 2 in 1999 pupils' the percentage of pupils reaching the expected level in national tests was well above the national average and above average compared to similar schools. The percentage of pupils attaining the higher level was about the national average. The test results for 1999 were much higher than in the previous year when the pupils did not do as well as the school predicted, particularly in the higher levels where attainment was below the national average. Under performance in 1998 was explained in terms of the social mix of the year group and the school's emphasis on raising the performance of lower attainers. During the inspection there was a high proportion of pupils in Year 6 attaining above the expected level for their age and a significant proportion in the second mathematics set who were under-performing.

83. By the end of Key Stage 2 most pupils have a secure grasp of place value in five digit numbers and the four operations of number. Pupils' understanding of the relationships between fractions, decimals and percentages are good for their ages and most can readily apply their knowledge to related problem-solving situations. Vocabulary related to decimal fractions is used well, for example 'integer' and 'hundredths'. The higher attaining pupils understand the place value of nought when added on to a decimal point and are able to calculate accurately 'x' in a simple algebraic equation. In work on shape and measures pupils can construct triangles using a pair of compasses successfully, use formula to measure the area and perimeter of given shapes and calculate volumes. Bar and line graphs are used to illustrate data and are interpreted well at a literal level. Pupils have a good grasp of the vocabulary associated with probability.

84. Numeracy is a particular strength of the school and it is the area in which standards are rising. Standards in using and applying mathematics though satisfactory are hindered by a lack of opportunity for pupils to develop the skills of working independently on investigative tasks to a good standard.

85. Progress in pupils' knowledge, mathematical understanding and skills over time is satisfactory. Pupils enter the school slightly above the expected level and leave above the expected level. Progress in the use and application of problem-solving skills and the development of mathematical reasoning in areas other than number work is satisfactory. Pupils' progress in mental arithmetic is being enhanced at both key stages through daily practice in mental calculation and the constant revision and application of number facts.

86. Progress in work on measures and in data handling is satisfactory overall. Whilst satisfactory progress is also made in shape work this is being hindered in Key Stage 1 and lower Key Stage 2 by inappropriate use of vocabulary.

87. Progress in the lessons seen during the inspection is satisfactory overall. Good progress is seen in Year 2 where pupils are adding in multiples of ten, in Year 5's work on fractions of whole numbers, and very good progress is seen in the top set in Year 6 who are ordering decimal fractions. Unsatisfactory progress is being made in the second mathematics set in Year 6 where the work is not being closely matched to the pupils' differing learning needs. In lower Key Stage 2 the re-reinforcement of mathematical concepts and operations is good but higher attaining pupils are not always working at a sufficiently high level to enable them to make good progress. Across the school, work for lower attaining pupils is often well matched to pupils' needs and pupils with special educational needs are well supported and generally make good progress. There are occasions however when pupils are unable to understand the worksheets they are given or are left behind in lengthy teacher introductory sessions in which they are making little progress in their learning.

88. Overall pupils' response to mathematics is good and at times very good. Pupils are attentive and responsive during whole class introductions when they sit quietly and listen intently. Enthusiasm is shown in response to teachers' challenging questions. Pupils enjoy demonstrating their mental arithmetic skills and knowledge of mathematical operations. They are confident from an early age to ask questions and to explain strategies for

calculating. Pupils respond positively to the tasks they are given and can organise themselves quickly. They work well with others sharing resources and occasionally ideas though most of the work done is individual. Their good levels of concentration contribute significantly to the progress they make during this time. Relationships between pupils are good and the majority of pupils are very well behaved. Opportunities to collaborate on tasks are few. Work is well presented. Pupils in the lower Year 6 mathematics set are keen to answer questions and show what they know, but are restless in whole-class sessions where the pace is slow.

89.The quality of teaching seen during the inspection is satisfactory overall. Teaching has improved in Key Stage 1 since the last inspection when a few lessons were unsatisfactory. In a third of lessons teaching is good, mainly at the end of the key stages. Two lessons with the lower Year 6 mathematics set are unsatisfactory. There is a mismatch of ability and task and a lack of mathematical resources to support the pupils in developing an understanding of a difficulty concept, decimal fractions.

90.In all lesson plans the skills and knowledge pupils are to acquire are clearly set out. In good lessons the teacher's knowledge of the subject is used well to develop and reinforce mathematical language and concepts. A good example was seen in Year 5 when pupils were learning a range of terms for the operation of division. High expectations in these lessons are raising standards. In introductory sessions this is done through progressively challenging questions, relating to multiples of ten in Year 2 and to understanding place value in decimals fractions in the top set in Year 6. Informal assessments are effectively being made through questions which demand much of pupils' thinking such as 'Can you tell me something special about the shape?' Pupil management is good. There are well established rules and high standards and expected by teachers. Teachers have very good relationships with their pupils and actively encourage and respond to all pupils' suggestions positively. This has a positive impact on all pupils' progress. Provision for pupils with special educational needs is usually good.

91.In a few lessons whole class introductions are too long for pupils with recognised learning difficulties. They loose concentration and make little progress. No on-going teacher assessments were being planned for at the time of the inspection and whilst most teachers plan work at different levels to match pupils' varying abilities there is a small amount of mismatch both of higher and lower attaining pupils across the school. This is having a negative impact on the raising of standards particularly in Key Stage 2. Most teachers have a secure knowledge of number work but are less secure with mathematical vocabulary for work on shape and not all pupil misconceptions are addressed, for instance, the clarification of the difference between a rhombus and a rectangle or square.

92.The strategies in place for improving numeracy are good and the curriculum meets statutory requirements. The school structures its mathematics lessons in accordance with the national numeracy strategy and has taken an active part in the Lincolnshire numeracy initiative for the past year. It has also been involved in a National Power Mathematics Project. The school uses standardised tests effectively to monitor the progress pupils make over a year but these are not analysed to identify areas of the curriculum that may need addressing. Despite there being some discrepancies in teacher assessment and test results there is no reference document against which all teachers can agree their judgements about standards in mathematics.

93.The development of numeracy across the school curriculum is good. It is used well in geography when pupils interpret temperature and rainfall graphs, read grid references and scales and averages. In science good use of it is made in data handling. The quantity and range of resources used to meet National Curriculum requirements are satisfactory. Accessibility and quality are good.

Science

94.No Key Stage 1 lessons were observed during the inspection week because of time-table clashes. Judgements are based on discussions with teachers about lessons which took place and scrutiny of the work which pupils undertook in those lessons, other scrutiny of pupils' work and teachers' planning, and the evaluation of work on display.

95.Standards in science at the end of both key stages are good. In 1999 the performance of Key Stage 1 pupils as measured by teachers' assessments was well above average for the percentage of pupils who gained the expected level or above and also for the percentage who gained the higher level. Against similar schools the percentage of

pupils gaining the expected level or above was average and the percentage of pupils gaining the higher level was well above average.

96. In the 1998 Key Stage 2 tests pupils' performance in science was below that achieved nationally but significant gains were made in 1999. In 1999 the percentage of pupils gaining the expected level was well above the national average. The percentage was also above the national average for those who obtained the higher level. When compared with similar schools the percentage who gained the expected level was above average and average for the percentage who gained the higher level. During the last three years the performance of the pupils has been close to the national average at the end of Key Stage 2, although the girls have been out-performing both the boys, against the national trend, and the national average.

97. By the end of Key Stage 1 pupils can sort living things into main groups, and are able to give some of the characteristics of these groups. For example, pupils can sort animals according to a range of scientific criteria. Pupils record their experiments scientifically using charts and tables and some pupils are able to pose their own scientific questions. For example, in Year 2 a class of pupils posed their own questions about how well they can jump and run. More higher attaining pupils were beginning to relate this to other measurements such as height. Pupils are developing a good knowledge of healthy eating and can identify foods which give energy, growth or help keep bodies healthy. Pupils make good progress in science in Key Stage 1.

98. By the end of Key Stage 2 pupils have developed their knowledge of the properties of materials, and can identify solids, liquids and gases and describe their properties. Pupils use correct scientific terminology such as variables and constants, and understand the concept of fair testing. Attainment is good in life processes and living things, materials and physical processes. Pupils can identify the parts of flowering plants, they know the names of major organs in the body and how blood circulates through arteries. Pupils make good progress in the acquisition of knowledge in Key Stage 2 but it is sound overall when consideration is given to practical investigation which is not measured by the SATs. Pupils' skills in investigative and experimental science are not as well developed. This is because pupils have insufficient opportunities for this kind of work and there is a high proportion of directed work which limits the opportunities pupils have for making decisions, selecting equipment and resources and deciding how to record their results. Attainment of higher attaining pupils is also restricted as work is insufficiently challenging.

99. Progress over the school as a whole is satisfactory. Pupils gradually acquire a wider scientific vocabulary, they conduct experiments with increasing precision, although having insufficient opportunities in experimentation and investigation in Key Stage 2, and acquire more scientific knowledge. Work becomes increasingly demanding for scientific concepts and knowledge. However the progress and attainment of the highest attaining pupils is restricted due to the over-reliance on printed worksheets which limit their response. Across Key Stage 2, all pupils are often required to complete identical tasks to the same depth. As a consequence higher attaining pupils are not sufficiently challenged. Pupils with special educational needs make good progress and are well supported in lessons.

100. Pupils across both key stages enjoy science and respond well in lessons; they demonstrate enthusiasm and a desire to learn. Pupils work well together, and co-operate well when conducting experiments. Pupils participate fully in lessons and are keen to answer questions. Equipment and resources are handled carefully, safely and independently.

101. At Key Stage 2 teaching is satisfactory. Teachers have secure scientific knowledge, and use oral questioning effectively to engage pupils and build on their previous learning. In some lessons in Key Stage 2 there is insufficient challenge for higher attaining pupils, and this is also evident in the samples of work examined. For example, in a lesson on materials all pupils were given the same work to do. Teachers use correct scientific vocabulary and ensure that children understand scientific terms. Teachers manage pupils well, and relationships with pupils are good. Resources are well organised and appropriately used, although pupils are not given opportunities to select materials or equipment. Praise is used to encourage pupils, although there are few examples of diagnostic comments or comments to assist pupils to progress.

102. Lessons are generally well planned, however insufficient account is taken of pupils with differing prior attainment, and detailed assessment opportunities are not at present identified on teachers' lesson plans. The school has adopted a national scheme of work in Key Stage 2, and is using this for guidance in Key Stage 1. The school

operates a two-year cycle of science themes, which results in different ages of pupils covering the same themes at the same time. At present there is a lack of guidance and monitoring procedures in place to ensure that skills are taught in a progressive way within this structure.

103. The previous inspection found standards in science to be good. The quality of teaching was satisfactory in Key Stage 1 and good in Key Stage 2. The school has maintained standards in science which are still overall good, but the proportion of good teaching at Key Stage 2 has fallen. However, teaching is never less than satisfactory and sometimes good. Resources are sound and well organised and accessible to teachers, and the leadership of the subject is satisfactory.

Information Technology

104. During the week of the inspection it was only possible to see information technology taught to a small number of classes because the school time-tables the subject to one specific day. Judgements are based on these observations, on discussions with pupils and teachers and the scrutiny of pupils' work and teachers' planning.

105. At present whilst the school is meeting the statutory requirement to teach IT, insufficient time is given to the teaching of it and the Programmes of Study are not being taught in sufficient depth. As a consequence standards by the end of Key Stage 2 are below national expectations. Standards of attainment at Key Stage 1 are in line with national expectations. Pupils in Key Stage 1 are able to give simple commands to control the movement of a floor turtle. They can use the mouse with control to produce simple pictures, selecting colours and appropriate tools. For example, a group of Year 1 pupils produced pictures of their grandparents using an art programme, with an accompanying short descriptive sentence.

106. By the end of Key Stage 2 pupils produce longer pieces of text using a word processor and are just beginning to insert simple pieces of clip art to illustrate their work. They can change the size and font style, and can underline, insert borders and set work in columns. This work was demonstrated in examples of work from a Year 6 class who had produced work related to a history study on Ancient Egypt. Pupils are beginning to use a data-handling programme to produce graphs. However, the work sample examined during the period of the inspection indicates that pupils are not pursuing the work to any depth and some are producing graphs inappropriately, and not checking that data has been entered correctly. For example, information entered into a database by Year 6 pupils contained errors and inconsistencies of upper and lower case letters. This then distorted the information and proportions represented in graphs. Discussions with pupils and observations made during the inspection indicate that pupils are given insufficient opportunities in some cases to refine, amend and edit word processing. In many cases pupils' writing is completed by hand, corrected by the teacher and then copy typed into a word processor.

107. Overall, pupils in Key Stage 1 make satisfactory progress. As they move through the Key Stage their knowledge and skills increase and they produce longer pieces of writing and use tools with greater precision. Pupils' progress in Key Stage 2 is unsatisfactory, because of the limited time children spend on computers and the lack of detailed guidance on the progression of skills. Pupils' progress in Key Stage 2 is also hindered by the current arrangement where computers are blocked and whole classes use the computer suite for only one week each term. They have insufficiently regular computer experience as a result. Only six of the computers in the suite currently have the facility to use a control program, which further limits pupils' progress.

108. Pupils' attitudes to information technology are good in both key stages. In the small number of lessons observed they behave well, work hard and enjoy their lessons. Pupils co-operate well in groups, sharing ideas and use of the computers. They are keen to learn from their mistakes and are prepared to persevere to solve problems.

109. There is insufficient evidence to form a judgement about the quality of teaching in IT, as only a very small number of lessons were observed during the week of the inspection. However, these observations indicate that there is some variation in the quality of teaching and teachers' subject knowledge. Where teaching is good, teachers have secure subject knowledge, set appropriate activities, make objectives clear to pupils and set an appropriate pace. Where teaching is less than satisfactory inappropriate activities are set for pupils which do not sufficiently extend their learning and build on previously acquired skills, and which take no account of the wide range of pupils' prior attainment. There is little evidence of teachers using information about pupils' attainment to

set more challenging tasks or to build on the wide experience of computers that many pupils have outside of school.

110.The school has acquired a number of new computers most of which are blocked together in the Key Stage 2 area. The school has also supplemented new computers with second hand computers, some of which have been given to the school. Some of the older computers suffer occasional breakdowns and can not always be relied upon to be available. The school currently has no programme which allows pupils to develop musical composition. The quality of the machines with the mixture of old which are sometimes unreliable with some more modern machines means that resources are just satisfactory, but at present they are underused. The school expects to receive their National Grid for Learning Grant later this year, and this should make a positive impact on current resource levels. There is at present insufficient planned access to computers for all pupils at Key Stage 2.

111.Medium-term plans have clear objectives, and the school has brief guidance for the teaching of word-processing skills and the use of art and data handling packages. There is at present no detailed scheme of work setting out clear progression of skills. Expectations for upper Key Stage 2 are at present insufficiently challenging. The school recognises the need to build on the current guidance and is considering adopting a national scheme of work. The leadership and management of the subject are satisfactory.

112.In the last inspection report standards were very low, and training was needed to improve staff expertise. The school has made some progress in addressing the key issues and has undertaken four training days for teaching staff and some twilight sessions. However, there remain weaknesses in the quality of provision for pupils in Key Stage 2 and standards of attainment at Key Stage 2 are still less than satisfactory.

Religious education

113.The attainment of the pupils by the end of Key Stage 1 meets expectations in the locally agreed syllabus. However, they are below locally agreed expectations by the end of Key Stage 2. This is in contrast to the previous inspection when standards were judged to meet local expectations at the end of the Key Stage. No lessons were being taught in Key Stage 2 during the course of the inspection week because the subject was blocked for a week in the early part of the term and a further week is to be devoted to the subject towards the end of term. Evidence was drawn from pupils' previous work, including that from the previous year, examination of teachers' planning files and discussion with some of the oldest Key Stage 2 pupils.

114.By the end of Key Stage 1 pupils understand humans can experience different emotions. They understand about behaviours and can distinctly categorise actions into bad or good behaviour. They appreciate that different people have different beliefs and celebrate a range of festivals. For example, they know about the Christian festival of Christmas and the Jewish festival of Hanukkah and the reason for these festivals. They appreciate that different activities are associated with these festivals. Key Stage 1 pupils make sound progress.

115.By the end of Key Stage 2 pupils have studied some of the elements from different faiths and make further studies in the Jewish faith. Their written work, particularly in Years 5 and 6, however, shows too much change of focus and shift of emphasis from one faith to another and within a faith in quick succession. These changes mean that pupils are not having enough time to assimilate and consolidate specific learning experiences relevant to a particular faith. The result is, that when the pupils are engaged in conversation about their work, they show only limited understanding. They evidence confusion and cannot recall sufficient knowledge about particular faiths they have studied. In the term of the inspection current Year 6 pupils had again studied feelings, despite the fact that it had already been covered previously. The work did not take them any further forward with their current level of understanding about different faiths. None of the Key Stage 2 work on feelings had been linked to any of the major world faiths nor to persons ascribed to those faiths. As a result Key Stage 2 pupils are making unsatisfactory progress, including those with special educational needs.

116.In the lessons observed at Key Stage 1 pupils contributed well to the discussion and listened well to each others' contributions. They take turns to answer and are polite in doing so. They are interested in what is being discussed and are well behaved.

117.Only two RE lessons could be observed in Key Stage 1. The quality of teaching in these was satisfactory and

the main emphasis was moral teaching, for example, about good and bad behaviour. The teachers checked that pupils understood the words they used. For example, in the story about a ladybird which was a component part of the lesson, the teacher checked that they understood the word 'aphid'. Discussion was well managed and there was opportunity for pupils to give their viewpoint but not always enough attention to whether others agreed with that viewpoint so that an exchange of views could be introduced.

118. The co-ordinator has only recently taken on the responsibility for the subject and it is, therefore, too early to judge her influence on the quality of work. As yet she has not been enabled to see practice or to assess standards across the school. Resources for the subject are satisfactory. There is a range of books about different faiths and artefacts for the study of specific faiths. Teachers have been given the choice by key stage of having regular weekly lessons or blocking the work into a concentrated period of time. No evaluation has been carried out of these two systems nor has sufficient attention been given to the merits or drawbacks of these choices.

OTHER SUBJECTS OR COURSES

Art

119. In the small number of lessons seen and in work on display standards in art for the majority of pupils are satisfactory at the end of both key stages. The higher attaining pupils in Year 2 and Year 6 are producing good quality work.

120. At Key Stage 1 pupils experiment with a range of media, print, paint, pastel and crayon to a satisfactory standard. By the end of the key stage pupils have developed a satisfactory understanding of creating and repeating printed patterns, have adequate experience of selecting an appropriate thickness of paintbrush for the task and can mix colour washes successfully. Work of Year 1 pupils in reception shows good observational skills in pastel drawings of flowers whilst Year 2 pupils use pastels well to emulate and incorporate Matisse's techniques and style in to their own work.

121. By the end of Key Stage 2 Year 6 pupils choosing materials and methods to record their impressions of sunsets and moon rises can describe what impact they are attempting to create in their textile collages. In representing their ideas they can express their view of the effect different materials have on the mood of a picture. Higher attaining pupils make effective use of the texture of the materials and stitching to heighten effects. Pupils combine two media, fabric paint and glitter, to highlight reflections of suns and moons in water to good effect. They are in the process of mastering the techniques of embroidery stitching. This work follows on from pencil and pastel representations of the same theme. These experiences support them in developing and reflecting on their work to improve it. When asked pupils had little knowledge of the famous painter whose work was used as a stimulus.

122. Pupil progress across the school, including pupils with special needs, is satisfactory. Pupils learn a variety of techniques and skills overtime in relation to painting, drawing and printing. The school has not taken action since the last inspection report to provide a detailed scheme of work supporting teachers in different years build upon pupils' existing skills and to raise standards across the school. It is not easy to see, for example, how printing skills are sequentially developing across Key Stage 1 though printing takes place in each year. Sketchbooks are not used to demonstrate skills input across years. In Key Stage 2 two-year groups cover the same theme and it is difficult to discern differences in skill acquisition over time. Whilst individuality does emerge in pupils' work often there is insufficient difference in outcome within classes or between years to reflect the widely different abilities and interests. This is most noticeable with higher attaining pupils. Higher attaining pupils in Year 6 have had the opportunity to attend the Grimsby Gallery and develop creative ideas to a good standard.

123. Pupils' attitudes to art are good. They watch demonstrations of skills intently and follow instructions carefully in pattern and stitch making. Ideas, knowledge of techniques and use of resources are shared willingly. There is little evidence of pupil confidence in experimenting or exploring an idea in their own way. Most pupils are working at the same thing in the same way though they do try to improve their technique.

124. Insufficient teaching was seen to comment on the overall quality of teaching. In the few lessons seen teaching was at least satisfactory. Teachers' lesson plans state clearly what pupils will know or be able to do by the end of

the lesson. New skills and techniques are demonstrated and clear instructions are given. Pupils are managed well through praise and good pupil teacher relationships. High expectations are set for behaviour. Effective use is made of their work for setting good standards. In the one good lesson seen the teacher set time limits and targets for pupils to aim at, gave very clear instructions about stitching and the impact it could have, for example blocks of colour or a sparkle affect to reflect the sea. As a result pupils made good progress.

125. The co-ordinator is confident in the subject and aware of the need to provide a skills list to guide teachers as to what pupils will do, know and understand year by year. An assessment format for individual pupils exists but is not passed up through the school to enable teachers to plan for pupils of differing artistic abilities. Skill development in areas where teachers are less confident have been addressed through the provision of school-based training on clay work and textiles. Three-dimensional work across the school was approached through the school's African focus week and visiting artist. Good quality masks and figures were produced as an outcome. Pupils' work is displayed in the local church and older pupils visit the Usher Gallery. These opportunities and the art displays in classrooms and around the school contribute well to the learning environment and the self-esteem of pupils. The school is adequately resourced with tools and materials to meet National Curriculum requirements.

Design and technology

126. The previous inspection could not find sufficient evidence to make judgements about DT. Whilst there was some evidence of work in Key Stage 1 there was again insufficient evidence to make judgements on DT by the end of Key Stage 2. No examples nor photographic evidence were available from previous work and no DT was being taught during the inspection week. However, Key Stage 2 teachers' planning indicates that it was to be taught and that a range of books and materials were to be used. For example, the older Key Stage 2 pupils were to make a design working theatre in the later part of the term. The younger Key Stage 2 pupils were to make and design a photocube investigating a range of joining techniques and using a range of materials and tools. These activities were to be concentrated during specific periods of the term.

127. Sufficient evidence was available in the form of previous work and lessons observed to judge that by the end of Key Stage 1 the pupils' work meets National Curriculum expectations for pupils of this age. The progress which Key Stage 1 pupils make, including special needs pupils, is sound. The work indicates that pupils can join elements of a model in a variety of ways and they can work co-operatively on group designs. They gain ideas by observation as, for example, when they looked carefully at Cleethorpes pier, drew sketch pictures of it and then designed their own pier structures. Some pupils planned their model on the computer. Pupils can decide on the materials that they will use to make their models. Their evidence satisfactory evaluation skills overall. These vary in the degree of sophistication. Sometimes these are general statements such as 'I do not like the roof because it didn't go well'. Sometimes their reasoning is more advanced 'we could have improved the roof by putting sides on' or 'the windows would have been better if we have cut them out instead of sticking them on'.

128. During the course of the inspection two DT lessons were observed in Key Stage 1. From these lessons it can be judged that pupils work co-operatively in their groups. They choose their own colours of materials when involved in fabric work or ingredients sensibly when engaged in work on food. In one lesson they accepted the routine of wearing overalls as matter of fact and shared resources such as glue and felt pieces amicably. They talked quietly and informally about what they were doing. In the other lesson pupils listened attentively during a very long introduction and watched a demonstration carefully by the teacher as she cut open various vegetables and discussed how they grew and what they were. The pupils later made face designs from the various pieces of vegetables which the teacher had cut. Pupils made good progress in the first of these lessons and satisfactory progress in the other.

129. The quality of teaching in the two lessons observed ranged from good to satisfactory and overall the teaching was sound. In the better teaching pupils were quickly introduced to the task, the teacher gave pupils total control of their choice of materials and pattern and pupils were actively engaged for most of the time. She constantly supported and monitored the pupils as they worked and engaged them in thoughtful dialogue. In the other the pupils were inactive for too long and the activity merely replicated a similar kind of activity previously undertaken when they had made paper plate faces from pasta shapes and other ingredients.

130.The co-ordinator is part-time and has only just taken over responsibility for the subject. She does not have any specific expertise and is seeking in-service training in order to develop the subject successfully. The quality, amounts and range of resources are sound.

Geography

131.No geography lessons were seen in Key Stage 1 and very few at Key Stage 2. However these, together with work from last year demonstrate standards and progress in geography are satisfactory by the end of the key stages. Pupils' understanding of places, their similarities and differences is appropriately developed. Their understanding of physical features, comparing environments and mapping skills is satisfactory.

132.In Key Stage 1 pupils are developing their mapwork skills and knowledge of the locality. Pupils in Year 1 at present are learning the difference between left and right with difficulty. By the end of Year 2 their planning and mapping skills are good for their ages and abilities. They can record symbols of geographical features as seen in their walks through Keelby and Cleethorpes. Simple plans and routeways are drawn and pupils know these are aerial views. On village plans they are able to make use of a key to identify places. On a map of the United Kingdom they can identify and label countries.

133.In Years 3 and 4 pupils studying weather can recognise common weather symbols. Their knowledge and understanding of changes in wind speed and its impact is satisfactory. Explanations of the water cycle and cloud types are clear and pupils have a good grasp of related terminology. By the end of Year 6 pupils in studying another country can find and locate accurately Barbados on a world map. Satisfactory comparisons are made of similarities and differences in their own life style and those of people in Barbados. Good use is made of compass directions to find places on a grid and pupils can give two digit grid references. Maps and graphs of temperature and climate can be successfully interpreted. Pupils' competence in using maps across the school has significantly improved since the last inspection. Satisfactory improvements have also been made in their knowledge of continents and countries though this is still not a strong area.

134.Progress in Key Stage 1 is satisfactory. Though the weather topic is well covered across the lower part of Key Stage 2 unsatisfactory progress is made in raising pupils' standards of attainment. There is insufficient difference in the level of work produced between the two years. Pupils' work demonstrates that skills, knowledge and understanding are not being sufficiently built on. Much of the work produced is at a descriptive level. In upper Key Stage 2 progress is satisfactory. Overall progress is just satisfactory. Though Year 5 and 6 are covering the same studies and, although aspects such as grid references are covered at the same level of difficulty, there is evidence of more being demanded of Year 6 pupils in interpretation of information and reasoned argument. Higher attaining pupils throughout the school are not being sufficiently challenged. Their ability to undertake an independent geographical investigation using enquiry skills is not being developed sufficiently.

135.In the very few lessons seen pupils' attitudes to learning geography are good. Pupils listen well to teachers' explanations and show interest in what they are learning. Most are confident to ask questions when they are unsure. Pupils work well together sharing resources and behaviour is at least good. Work is well presented across the school.

136.Too few lessons were seen to comment on the overall quality of teaching. In those lessons seen in upper Key Stage 2 both teaching and the level of attainment reached by the pupils are good. The teachers' knowledge of the subject is secure and they use geographical terms well. Very good use is made of questioning to assess what pupils have understood and to further learning. Classroom organisation is well managed and there is a good balance between teacher explanation and pupil activities. The teachers are well prepared and use geographical resources effectively to support pupils' understanding of the concepts being taught. Lessons are well structured and it is clear what skills and knowledge pupils are to learn. However, no assessment takes place and all pupils work at the same task and the same pace. Planning is still not taking in to account the differing abilities of the pupils. This was a criticism in the school's last inspection report. Whilst lower attaining pupils are well supported with their language skills during lessons if for instance they cannot read the work sheet, higher attaining pupils are not always given the opportunity to attain higher level skills. Extension resources for mapping skills have now been compiled with this in mind.

137. The co-ordinator has started to develop a scheme of work to include an outline of what pupils are to know, do and understand in each year group. One area of coverage has been mapped out but there is no evidence of it being closely adhered to in all years. The co-ordinator has not yet monitored its implementation. There is a heavy reliance on worksheets, particularly in Key Stage 1, some of which are quite old and undemanding. Time is also lost when pupils colour in.

138. Resources for map work have improved since the last inspection and the school's resources are now satisfactory in amount and range to meet National Curriculum requirements. They are of good quality and are very accessible. The school makes good use of the local community and visits to enhance its geography curriculum; including a residential field trip in Year 6 and visits to local rivers and villages. Good use is made of numeracy skills in mapwork and literacy skills through comprehension and varied writing styles.

History

139. During the period of the inspection it was only possible to observe two history lessons due to the school's timetabling arrangements. On the basis of these, a scrutiny of work and discussion with the co-ordinator, attainment in history is similar to that in most schools in both key stages and pupils make sound progress throughout the school. This is similar to the judgement on attainment at the time of the last inspection when progress could not be judged because insufficient lessons could be observed.

140. In Key Stage 1 pupils develop an understanding of the recent past through reflection on their own lives and learning about people and events in different time periods. They are learning to make comparisons between artefacts from the past and present and are aware of some of the key people in times past. They are able to remember knowledge from previous lessons and use this successfully to support new learning. They are able to record their findings pictorially and in simple accounts. In Key Stage 2 pupils have good recall of, and build successfully upon, previous learning. They are gaining a sound knowledge of different periods of history and some of the key events and people. They use a wide variety of sources to gain information and make judgements about the past. They are able to organise their findings and produce a range of written accounts

141. Pupils are interested and involved in history lessons. They listen well and are keen to offer ideas and suggestions in discussions. They are well motivated and support each other informally well. They apply themselves to set written tasks with good concentration and complete work within the given time scale. Presentation of work is always very good.

142. In the few Key Stage 2 lessons observed teaching was always good. Teachers had good subject knowledge and planned effectively with clear learning targets. Lessons were well organised and managed and teachers used a variety of appropriate strategies to engage pupils' attention and interest. The scrutiny of work shows that good links are made between history and other subjects that enhance learning. For example, in Key Stage 2, work on evolution in science was enhanced by work on Charles Darwin as a significant person in history. Lesson observation and a scrutiny of work indicate that all pupils in a class do the same work in history but teachers have different expectations of what individual pupils will achieve. This is largely due to the reliance upon worksheets for recorded tasks.

143. The co-ordinator is knowledgeable and enthusiastic about her role. There is a clear policy in place and a framework showing the studies that are to be undertaken in each year group and the pattern of rotation. There is no detailed scheme of work in place that would ensure pupils meet skills and knowledge which build on what they already know and can do. The co-ordinator monitors planning to ensure that programmes of study are followed appropriately. She also provides advice and support to colleagues when required. As yet she has not had time to monitor classroom practice. There is no portfolio of work to exemplify good quality work. The co-ordinator has audited resources and the subject is well resourced including a range of artefacts and reference books to support different historical themes. For the biennial local study parents and the local community provide additional resources that contribute to pupils' knowledge and understanding. Good use is made of visits to museums and other places of historical interest and visitors to the school to stimulate learning and foster empathy.

144. The present framework of study themes, which results in all Key Stage 1 pupils studying the same themes, and two year groups studying the same theme simultaneously in Key Stage 2, allied to the lack of a scheme of work, do not help

to build up pupils' skills in the subject progressively. The work done by pupils in history makes a sound contribution to the development of literacy and numeracy skills.

Music

145. During the week of the inspection it was possible to see music taught to a small number of classes only. Judgements are based on the observations from two class lessons in Key Stage 2, singing practices for both key stages and discussion with pupils and staff and scrutiny of planning.

146. At the end of both key stages standards are broadly in line with those expected and similar to those in most schools. At the end of Key Stage 1 pupils sing reasonably tunefully and can sustain a melody unaccompanied. They can clap in time to the beat when singing and can clap simple rhythms. Pupils know a range of songs from memory and know actions to accompany them. Most pupils know the names of simple percussion instruments such as tambourine and claves. Pupils in Key Stage 2 sing tunefully and enthusiastically. They comfortably sing songs with complex melodies and rhythms, and can vary the dynamic range of their singing. The oldest pupils in Key Stage 2 can recognise the number of beats in a bar, and are beginning to understand how this is expressed in standard musical notation. These pupils know how to play percussion instruments correctly and can make up simple independent rhythms to accompany songs. Pupils who attend the recorder groups read standard music and can sustain a part independently.

147. Progress of all pupils throughout the school is satisfactory. Pupils can sing a wider range of increasingly complex songs as they move up through the school. They make progress in their knowledge of musical styles and acquire an increasing musical vocabulary to describe musical elements. Some pupils extend their skills of reading notation by playing the recorder.

148. Pupils' attitudes to learning are good. They are well behaved and handle instruments with care and respect. They work co-operatively and well together and listen attentively in lessons. They show enthusiasm and enjoyment for singing.

149. There is insufficient evidence to form an overall judgement about the quality of teaching in music, as only a very small number of lessons were observed during the week of the inspection. However, the small number of lessons observed were all satisfactory. Teachers have satisfactory knowledge of the subject and employ appropriate methods to deliver the music curriculum. Pupils are well managed and relationships are good.

150. Resources are satisfactory with the exception of tuned percussion instruments which are limited in quantity and range and not of good quality. The school makes good use of a published scheme which supports teachers who feel less confident in teaching the music curriculum. This scheme provides a useful and supportive structure, although opportunities for extended work, in particular, composition are limited. The scheme helps to ensure that pupils experience a wide range of musical traditions, styles and cultures. The school has a written policy for music and brief guidance on the progression of skills. These have not yet been updated in line with the new published scheme, which the school has recently adopted. The school has never received additional teaching from peripatetic music teachers. The leadership and management of the subject are satisfactory.

151. The previous inspection found standards in music to be in line with those found nationally, and the quality of teaching to be satisfactory. The school has maintained these standards.

Physical education

152. Pupils at the end of both key stages meet National Curriculum expectations in all aspects of PE which the school provides. It provides for all the National Curriculum requirements except swimming. This has had to be discontinued because of the distance to the nearest local authority pool and the disproportionate amount of teaching time this was taking up, particularly in travelling time. However, most pupils undertake swimming as a leisure time activity and a significant number can swim 25 metres by the age of eleven.

153. In gymnastics by the end of Key Stage 1 pupils can select their own way to travel on their hands and feet. They can put together a small sequence of different movements. They can perform star shapes as they jump and show contrasting movements such as tall and short. By the end of Key Stage 2 pupils can select their own upside down movements and some can do headstands and crab like movements. They can produce a more advanced sequence than pupils can in Key Stage 1. In dance they can perform directed movements from broadcasts reflecting the mood of the music. For example, they can simulate a heaving movement and can sway their upper bodies and arms to reflect the movement of a whale's flippers. They work together in groups and provide group movements for example, to reflect a school of whales swimming in close proximity. In games they have a suitable sense of positional play and can move into space to receive a pass. They demonstrate suitable netball and football skills for their age.

154. In both key stages pupils make satisfactory progress overall in their development of skills but their creative response in dance is hampered by the use of recorded tapes which determine how the pupils should move and which do not allow sufficient individual response. Key Stage 2 pupils make good progress in developing soccer skills in those sessions organised by professional football coaches.

155. Pupils in both key stages have very good attitudes to their work and listen attentively to their teachers. They are always well behaved. They take a serious approach to their activities. They are very willing to demonstrate to one another. They work well in mixed gender groups when required and can negotiate decisions amicably. They play fairly and show a good level of respect for one another.

156. The quality of teaching in PE ranges from excellent to satisfactory at Key Stage 1 and is very good overall. In Key Stage 2 it ranges from good to satisfactory and is good overall. On the whole throughout the school PE teaching is good. In the very best teaching the lesson becomes increasingly challenging as it proceeds, there is a good balance between discussion, instruction and activity. There is constant evaluation of the pupils' performance. Teaching is encouraging and supportive as well as being developmental and the teacher makes the pupils feel good about themselves with such comments as . . . 'and I know how good you are at watching...'. As a result pupils' gain in confidence, work hard, are very enthusiastic and they make very good progress during the lesson.

157. In some lessons pupils who have forgotten their kit have to miss the lesson and several pupils were observed to miss their PE entitlement during the week. The school does not have suitable alternative arrangements for such pupils.

158. Resources for PE are good and they are used to good effect in lessons. The PE co-ordinator has good subject knowledge and is keen and enthusiastic to develop the subject throughout the school. A good balance of activities is scheduled across the school for particular times of the year, except for swimming, and this includes a residential outdoor activities week. The quality of work seen during the inspection corresponds with that reported during the last inspection.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

159. Five inspectors spent the equivalent of 19 days in school. Seventy-three lessons or parts of lessons were observed. Many observations lasted for over an hour. 58 hours and twenty-three minutes were spent observing lessons. In addition time was spent observing assemblies. The work of several pupils representing different levels of attainment was scrutinised. Work was also assessed for progress, quality of pupils' presentation and quality of teachers' marking. The reading attainments of a similar sample of pupils of a full range of attainment were compared carefully with National Curriculum levels. At the same time, pupils were assessed on their interest, knowledge of books and the ways in which they read and decode texts. Groups of Year 6 pupils were engaged in discussions about their work in information technology and RE. Pupils were assessed in their oral competence in class. Some lunchtimes and playtimes were observed. A structured discussion took place with pupils representing most classes.

160. Discussions were held with the headteacher, school governors, most teachers and the language support teacher. The administrative assistant and lunchtime supervisors were engaged in formal discussions about their work.

Classroom assistants were observed in their support rôles. A pre-inspection meeting for parents was held, and points raised by them were taken into account, as were their responses to the questionnaire sent out and returned prior to the inspection. All documents provided prior to the inspection were read: these included policies, governors' minutes, curricular planning documents, the School Development Plan and the previous inspection report. Samples of pupils' class reports and records were examined, and all teachers' planning was scrutinised.

161.DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time with equivalent)	Number of pupils with SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	224	1	33	8

Teachers and classes

Qualified teachers (YR- Y6)

Total number of qualified teachers (full-time equivalent)	10.1
Number of pupils per qualified teacher	22.18

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	35

Financial data

Financial year:	98/99
	£
Total Income	369,200
Total Expenditure	365,000
Expenditure per pupil	1508.26
Balance brought forward from previous year	300
Balance carried forward to next year	4500

PARENTAL SURVEY

Number of questionnaires sent out: 224

Number of questionnaires returned: 59

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	33.9	62.7	1.7	1.7	
I would find it easy to approach the school with questions or problems to do with my child(ren)	48.3	48.3	1.7	1.7	
The school handles complaints from parents well	20.0	58.2	18.2	1.8	1.8
The school gives me a clear understanding of what is taught	16.9	69.5	10.2	3.4	
The school keeps me well informed about my child(ren)'s progress	40.7	52.5	6.8		
The school enables my child(ren) to achieve a good standard of work	37.3	59.3	3.4		
The school encourages children to get involved in more than just their daily lessons	30.5	49.2	16.9	3.4	
I am satisfied with the work that my child(ren) is/are expected to do at home	18.6	61	11.9	8.5	
The school's values and attitudes have a positive effect on my child(ren)	33.9	55.9	6.8	3.4	
The school achieves high standards of good behaviour	30.5	61.0	5.1	1.7	1.7
My child(ren) like(s) school	53.4	43.1	3.4		

1. Percentages in parentheses refer to the year before the latest reporting year