

# **INSPECTION REPORT**

## **SIGNHILLS INFANT SCHOOL**

Cleethorpes

LEA area: North East Lincolnshire

Unique reference number: 117782

Headteacher: Mrs Margaret Peacock

Reporting inspector: Ms Lesley Clark  
25431

Dates of inspection: 10 – 13 July 2000

Inspection number: 190477

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Hardy's Road Cleethorpes North East Lincolnshire
Postcode:	DN35 0DN
Telephone number:	01472 694993
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr Mrs M Cracknell
Date of previous inspection:	11 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lesley Clark	Registered inspector	Education of children aged below five years	What sort of school is it?
		Equal opportunities	What should the school do to improve further?
		Science	The school's results and pupils' achievements
		Information technology	How well is the school led and managed?
		Design technology	
Mickie Jacobs	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for it's pupils?
			How well does the school work in partnership with parents and carers?
Richard Perkin	Team inspector	English as an additional language	How well are pupils taught?
		English	
		History	
		Music	
		Religious education	
Pat Mitchell	Team inspector	Special educational needs	How good are curricular and other opportunities offered to pupils?
		Mathematics	
		Art	
		Geography	
		Physical education	

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Alexandra House  
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London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is an average sized infant school for boys and girls aged four to seven years that serves the local residential area close to the seafront of Cleethorpes, in North East Lincolnshire. Approximately half the pupils come from outside the immediate area both from outlying villages and from other parts of Cleethorpes and Grimsby. The school shares the site with the junior school to which pupils transfer. The socio-economic background of pupils is broadly average, as is the range of their attainments when they enter the school. There are 232 pupils on roll, forty of whom have special educational needs, which is about average nationally. Two pupils have statements of special educational needs which is broadly in line with the national average. There are three pupils with English as an additional language; all three are bi-lingual. At present, twelve per cent of pupils are known to be eligible for free school meals, which is about average nationally. The school is heavily over-subscribed and over a third of applications exceed the current admission number of 75. The school has recently increased its number of classes from eight to nine.

### **HOW GOOD THE SCHOOL IS**

This is an effective school, committed to improvement, with very good teaching and learning which is very well led and managed. Standards overall are above average and pupils achieve well. The school provides good value for money.

#### **What the school does well**

- Pupils' attainment in mathematics, science and music is above average and well above average in art.
- Teaching and learning are very good. Children in the reception classes receive a very good start to their education, which leads to high standards as pupils get older.
- The very good provision for pupils' personal, social, spiritual moral and cultural development leads to very positive attitudes, behaviour and relationships.
- The school is very well led and managed by the headteacher and key staff and well supported by the governing body.
- Parents support the school very well and the school has very good relationships with partner institutions.

#### **What could be improved**

- The amount of time spent in lessons meets legal requirements but is below the nationally recommended time.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1996. It has made good improvement since then. The school has implemented the national strategy for numeracy very well and pupils' performance in mathematics has improved. Pupils' attain more highly in science, particularly in investigative science. Although standards in information and communication technology are similar to that reported last time, information technology is used more widely in other subjects. Standards in art are higher and the high standards in music have been maintained. The provision for pupils with special educational needs has improved and they make very good progress. Pupils' attitudes, behaviour and personal development have improved on their previously good standards. There has been significant improvement in the standard of teaching and this is reflected in pupils' learning. The quality of leadership and management has improved from its previously efficient level to being very good. The school has made good improvement in the key issues identified in the last inspection. Assessment procedures are now good and the school has developed a more structured approach to monitoring the delivery of the curriculum. The provision for information and communication technology is now good and there are good curriculum policies for all subjects.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	C	C	C	C
Writing	B	B	B	B
Mathematics	B	A	B	B

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average     E

Pupils' performance in reading in the 1999 end of key stage tests was in line with the national average. Their performance was above average in writing and mathematics both nationally and compared to similar schools. Inspection judgements are that standards are above average overall and that pupils achieve well. There are particular strengths in mathematics, science, art, music, and speaking and listening and in the creative, personal and social development for children under the age of five. Standards in reading and writing are at the level expected nationally of seven-year-olds. The school's emphasis on developing basic skills in reading and writing, particularly handwriting, is effective and pupils achieve a good rate of progress. Standards are above average in speaking and listening and pupils are given good opportunities to ask and answer questions in lessons and to express their opinions. Pupils with special educational needs make very good progress. Pupils achieve well in relation to their prior attainment and in mathematics, science and music they attain standards that are above those expected of seven-year-olds. Standards in information technology, religious education, design and technology, geography, history, and physical education are at expected levels. Standards in art are well above the level expected of seven-year-olds. The very high quality of art is a distinctive feature of the school. The school has set itself challenging targets for future attainment, particularly in reading.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are very interested in their lessons and quickly become absorbed in their activities.
Behaviour, in and out of classrooms	Very good; pupils have a very good understanding of the consequences of their actions. The school promotes very good, caring and considerate behaviour.
Personal development and relationships	Very good; pupils play and work together extremely well. They respond happily to all adults in school and respect every one who works with them. They are able to work industriously on their own and work very well together in groups. The youngest children work and play productively and responsibly with minimal supervision.
Attendance	Above average nationally for infant schools.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	Very good	Very good

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

The quality of teaching and learning is very good both for children under the age of five and for pupils aged five to seven. One hundred per cent of the teaching observed was satisfactory or better with 61 per cent being very good or better. Teaching and learning in one in six lessons was excellent. The

teaching of mathematics is very good and often excellent and the implementation of the national numeracy strategy has had a very positive impact on both teaching and learning. The teaching of English and the development of basic reading and writing skills are good and often better. However, the school does not always use the literacy strategy to the best effect and this affects the rate of learning in some lessons. Teaching and learning in science and art are particularly strong and very good teaching was seen in all the subjects observed. Teachers work well with pupils of all levels of ability and teaching and learning for pupils with special educational needs is very good. The few pupils for whom English is an additional language share the high quality of learning of the rest of the pupils. Most pupils achieve well because of the very high quality of teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum offers a good quality and range of opportunities to learn. Children under the age of five receive a very good curriculum, well matched to their stage of development.
Provision for pupils with special educational needs	Very good; care is taken to ensure pupils follow the same curriculum as the rest of the class but on work that is adapted to their needs and with more individual help. All requirements of the Code of Practice are met and individual programmes of work are thoughtful and effective.
Provision for pupils with English as an additional language	Very good; pupils have equal access to the curriculum and are enabled to work alongside others with additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' personal development underpins all that happens in the school. Activities are well thought out to encourage pupils to understand and respect other people's feelings and beliefs. All pupils' ideas and contributions are valued and members of staff provide very good role models.
How well the school cares for its pupils	Good; the school cares well for all pupils and promotes very good, caring and considerate behaviour. Teachers make good use of assessment to decide what their pupils need to learn.

Parents have very positive views of the school and make a very strong contribution to pupils' learning. Newsletters keep parents up to date with what is happening in school. Workshops on topics such as literacy and numeracy are well attended and are valued by parents as a way of helping them to understand what their children are being taught. However, reports to parents of children in reception do not meet legal requirements because they do not report separately on each area of learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher gives very clear educational direction and her leadership and management along with that of key staff are very good. The school's aims and values are very well reflected in all its work.
How well the governors fulfil their responsibilities	Good; governors contribute well to the smooth running of the school and offer constructive support.
The school's evaluation of its performance	Good; the school has very appropriate priorities for development based on a sound knowledge of its strengths and weaknesses. There is a shared commitment to improvement.
The strategic use of resources	Good; financial planning is good and the school uses its resources well. The principles of best value are applied effectively.

There are good levels of staffing and resources for learning. Very high quality support is provided by support staff and voluntary helpers, however, they are not used as efficiently as they might be in all lessons. Some pupils are withdrawn each day from assemblies to do extra reading and so the statutory requirement that all pupils attend a daily act of collective worship is not met. The accommodation is adequate and every available bit of space is used well to promote pupils' learning.



The quality of displays throughout the school greatly enhances the environment and makes a positive contribution to pupils' attitudes and progress.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• Children are expected to behave well, work hard and achieve their best.</li><li>• The teaching is good.</li><li>• The school helps children to become mature and responsible.</li><li>• Parents feel closely involved with the work of the school and would have no hesitation in approaching the school with any concerns or problems.</li></ul>	<ul style="list-style-type: none"><li>• A small number of parents would like to see a wider range of activities outside school.</li></ul>

The inspection team agrees with parents' positive views and feels they give an accurate reflection of the school. The range of activities outside lessons is satisfactory and a wide range of educational visits greatly enhances the curriculum offered in school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **THE SCHOOL'S RESULTS AND ACHIEVEMENTS**

- 1 Standards are above average overall and pupils, including those for whom English is an additional language, achieve well. Pupils with special educational needs make very good progress towards the individual targets that are set for them. There are particular strengths in mathematics, science, art, music, and speaking and listening and in the creative, personal and social development for children under the age of five. The school's emphasis on developing basic skills in reading and writing, particularly handwriting, is effective and the strategy for teaching numeracy is used particularly well. Standards are above average in speaking and listening and pupils benefit from frequent opportunities to ask questions and to express opinions.
- 2 Children enter school with a very wide range of attainment. Whilst some children attain more highly, many children's reading and number skills are not particularly well developed and very few children can write their names. Their attainment therefore is broadly average overall. Children achieve well and by the age of five and most attain well within the levels expected of their age in language, literacy, mathematics, knowledge and understanding of the world and in physical development. Their attainment is above average in creative, personal and social development and sets the high standards to be found in the rest of the school in these areas. The quality of their art and their ability to talk informatively about the effects they are trying to achieve indicate the very good rate of their learning and the rapid development in their speaking and listening skills.
- 3 By the end of Year 2, pupils' attainment is at the level expected of seven-year-olds in reading and writing and above expected levels in handwriting, speaking and listening, mathematics and science. The results of the national standardised tests for seven-year-olds places pupils' attainment in writing higher than inspection evidence indicates. It confirms inspection judgement of average standards in reading and above average standards in mathematics. The teacher assessed tasks in science confirm inspection judgements. There are no discernible difference between the attainment of boys and that of girls.
- 4 There are several reasons for the average attainment in reading and writing and for the above average standards in mathematics and science. The national literacy strategy is not used to best advantage to develop pupils' reading skills in particular. Although teachers plan regular group reading sessions and hear individual readers, often in lunchtimes, there are insufficient group reading sessions planned for and taught within the literacy hour. Reading diaries are used better in some classes than in others to create a dialogue with parents but individual reading targets are mostly lacking. Teaching within literacy lessons provides well for learning basic writing skills and offers good opportunities for pupils to write at length. However, there are not enough opportunities for pupils to write freely or at length in other subjects. Within English lessons, opportunities are sometimes missed to encourage pupils to write more than a few unconnected sentences.
- 5 Standards have improved in mathematics because of the very effective implementation of the national numeracy strategy. The quality of teaching and learning have been effectively monitored by the co-ordinator and an improved system

of assessment has been introduced. In science, higher attaining pupils are well challenged through the many opportunities to learn through practical investigations. They are encouraged to ask questions and to find out answers for themselves, using reference books. The very good quality of teaching in these subjects and well planned and consistently implemented programmes of work in each year group also contribute to the high standards achieved.

- 6 In music pupils achieve well in relation to their prior attainment and they attain standards that are above those expected of seven-year-olds. Standards in information technology, religious education, design and technology, geography, history, and physical education are at expected levels. Standards in art are well above the level expected of seven-year-olds. The school has set itself challenging targets for future attainment, particularly in reading which it recognises as in need of some improvement.
- 7 Pupils with special educational needs achieve very well across all curriculum areas and when working in small groups or individually on programmes written to meet their individual targets. This very good progress is made because any pupils experiencing difficulties are identified early and there is prompt provision made by the school to address these. Teachers plan adapted work for pupils in all subject areas. In the literacy and numeracy lessons they make sure that, within the same lesson as the rest of the class, the pupils with special educational needs work towards their own targets. Child support assistants and voluntary helpers provide very high quality support. Pupils with statements receive excellent support from child support assistants who work with them in a sensitive and caring way, allowing them to participate in, and make very good progress in, all lessons. Pupils with behavioural difficulties make very good progress towards the targets set for them. The school is very successful in improving their behaviour and increasing confidence and self-esteem.
- 8 These overall standards are a significant improvement since the last inspection and reflect the continuing efforts of the school to improve its results and achievements whilst not neglecting the creative arts. Information technology is now used well throughout the school and pupils have frequent opportunities to use it to support their work in other subjects. Numeracy is used very effectively and subjects such as science, art and design and technology complement each other and contribute positively to raising standards.

#### **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

- 9 Children come willingly and happily to school. They are eager to learn and participate in lessons with enthusiasm and enjoyment. Pupils in Year 2 can already participate in quite sophisticated discussion, for example when discussing medicines as 'good drugs' in science. Pupils maintain very high levels of concentration, both in whole class sessions and when working individually or in small groups. Children who are under five persevere with activities and, for example, spent at least half an hour building a zoo with great care and attention to detail. Reception pupils paint their gardens in the style of Monet, based on their own observations, with real pride. Pupils present their work neatly and to a very high standard and are extremely proud to show what they are doing and have completed.
- 10 Behaviour in and around school is very good. Pupils understand that they are expected to behave well and most do so all the time. They are aware of what will happen if they don't keep to the simple school rules. Pupils also know when they have

not been nice to others. Year 2 boys tell freely about when they were unpleasant to a younger child, with a mature understanding of the effect of their behaviour on others. Pupils' behaviour at break and lunch times is very good and they respond really well to lunchtime supervisors. There are no exclusions.

- 11 Pupils in Year 2 take it in turns to be 'band people' each day, wearing a distinctive band which marks them out as special helpers. In other year groups, pupils are 'helper of the day'. They are given little jobs and responsibilities, which they take on and fulfil with pride. Pupils in all classes respond very well to instructions and tidy up quickly and neatly when asked. Relationships in the school are very good. Pupils play and work together extremely well. They respond happily to all staff and adults in school and respect every one who works with them, be they work experience students, parent helpers, lunchtime supervisors, support staff or teachers. Pupils are able to work industriously on their own when asked. In reception, the youngest children work and play productively without overt supervision.
- 12 Pupils with special educational needs are integrated very well into the classes and are able to work collaboratively with other pupils. There are very good relationships between the staff and pupils with special educational needs and every opportunity is taken to praise them, appropriately, and give them responsibilities. This helps to motivate the pupils and to increase their confidence, self-esteem, attainment and behaviour.
- 13 Attendance is consistently very good and above the national average for primary schools over the past few years. This is a significant achievement as infant age children are more frequently absent due to childhood illness. Attendance within classes and year groups also shows very little variation. Unauthorised absence is below national average because parents understand their responsibility to inform school of reasons for absence and do so promptly. Punctuality is very good. The statutory requirements for the recording and reporting of absence are met.

#### **HOW WELL ARE PUPILS TAUGHT?**

- 14 The quality of teaching and learning is very good overall, confirming the parents' high opinion. Over 60 per cent of the teaching seen was very good or better, with teaching and learning in one in six lessons being excellent. There was no unsatisfactory teaching. The quality of teaching and learning is very good both for children under the age of five and in Key Stage 1. The teaching of mathematics is very good and often excellent, with very effective development of numeracy skills. The teaching of English and the development of literacy skills are generally good and often better, with basic reading and writing skills being systematically developed. Teaching and learning in science and art are particularly strong and very good teaching was seen in all the subjects observed. Teachers work effectively with pupils of all levels of ability and, in particular, teaching and learning for pupils with special educational needs are of a very high standard. The few pupils with English as an additional language are effectively integrated into their classes and share the very high quality of learning of the rest of the pupils. Most pupils achieve well and make good progress during their time in this school because of the very high quality of the teaching.
- 15 The quality of teaching has significantly improved since the last inspection. The implementation of the National Numeracy Strategy, with systematic monitoring of teaching and extensive staff development, has resulted in marked improvements in the teaching of mathematics. Although the school was not selected to receive the full programme of staff training for the National Literacy Strategy, the implementation of

the literacy hour was carefully monitored last year and consequently improvements in the teaching of literacy have occurred. However, the school does not employ the structure of the literacy hour to best effect and, in some lessons, the rate of learning is relatively slow. Teachers work well together in year groups, planning similar work in the three parallel classes, for example, or, in the reception classes, at times grouping children according to their levels of attainment in order to match activities to needs more accurately.

- 16 Pupils acquire knowledge, understanding and skills very effectively in most lessons because of the teachers' very confident grasp of the subjects they teach. For example, as a result of the teachers' expert knowledge and skills, children in the reception classes use a wide range of painting techniques to produce excellent paintings of Monet's garden or of Van Gogh's portrait. Similarly very high levels of expectation and extremely skilful management of pupils lead to high levels of productivity and learning during many numeracy lessons; for example, mental mathematics sessions move at a great pace because the teacher is able to set problems that challenge even the most gifted pupils.
- 17 Very positive relationships between teachers and pupils ensure that behaviour is of a very high standard and pupils' levels of concentration equally high. Exciting teaching methods motivate pupils to work very hard, creatively and intellectually; for example, by becoming pupils in a class in the 1950s, pupils experience something of the difference between school then and what they experience today. Teachers use learning resources very well to enhance, for example, pupils' insight into the story of Grace Darling by showing them an accurate model of a coble similar to that rowed out by Grace into the storm. A Teddy Bear and a pair of old boots called Boot and Foot catch pupils interest quickly to appreciate loneliness in the case of Teddy or to learn the different sounds that 'oo' can represent. Younger pupils and under-fives develop their independence well because teachers prepare and carefully resource a range of activities that enable pupils to work on challenging tasks with minimal supervision; teachers' interventions are well judged and effective, so that pupils' learning moves on apace.
- 18 Teachers have very well developed skills in assessing pupils' work and in adjusting their planning to meet rising needs. In the few lessons where teaching was only satisfactory, the pace of learning was slower because too many individuals were asked to write on the board or because the topic did not merit the amount of time planned for it. Generally, the very good quality work of classroom assistants and the many voluntary helpers is used to good effect in furthering pupils' learning. They are carefully briefed and assess pupils' learning during their time with the group or individual. In some lessons, however, they are not sufficiently engaged in directly supporting the pupils during whole-class parts of the lessons.
- 19 The teaching of pupils with special educational needs is very effective and they consequently make very good progress. Teachers are fully aware of the individual needs of pupils in their class and adapt their questioning very well so that questions at the appropriate level are directed both at higher attaining and lower attaining pupils and they are all fully involved in the lessons. Work, particularly in English and mathematics, is very carefully matched to the needs of these pupils and they receive support of very high quality. This ensures that their detailed individual education plans are effectively implemented and they meet the targets set for them.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 20 The school provides a good curriculum for its pupils. The quality of the curriculum has improved since the last inspection and all subjects now have appropriate policies and schemes of work. The curriculum is broad and includes all subjects of the National Curriculum, religious education and a personal, social and health education programme that includes sex education and drugs awareness. These are provided in interesting and stimulating ways. For example pupils studying the 1950's in history dress in 1950's clothing and take part in a lesson as it would have been taught and pupils in physical education create a dance using Tai Chi movements. The implementation of the national literacy strategy, although satisfactory, does not make the best use of the time available. The national numeracy strategy has been very effectively implemented and this has contributed to the high standards achieved.
- 21 This basic curriculum is enriched by a satisfactory range of extra-curricular activities, visits and visitors to the school and good use is made of the local environment. However the time spent in lessons each week is less than the national recommendation. Time in the school day is not used as effectively as it might be because of the extended lunchtime and the informal arrangements for reading and other activities during assemblies and lunch times. Because of this pupils miss out on daily planned time to read together or individually, for example. There are particular strengths in the provision for pupils with special educational needs, the provision for personal, social and health education and the relationship with the junior school.
- 22 Subject planning is strong in all areas of the curriculum and schemes of work provide a good sequence of experiences to help pupils develop skills and provide the necessary continuity and progression for pupils as they move through the school. The schemes of work provide a wide variety of experiences, for example in physical education pupils learn water confidence skills and dance, in art they study a range of other artists' work and use a wide variety of different media. The teachers work in year teams to produce weekly plans that ensure consistency of the curriculum across the classes.
- 23 Personal, social and health education is very good. Although there is no formal scheme of work it is planned for within the science and the religious education curriculum and contributes very well to the pupils' development. Looking after your body, keeping healthy and drug awareness is very well taught as part of the science curriculum and 'new life' is studied by the reception classes with the help of the school ducks and ducklings. Sharing and caring is a part of the religious education scheme and within these lessons, and in other subject areas, activities are well thought out to encourage pupils to think about and express feelings and emotions and to have respect for others.
- 24 The provision for pupils with special educational needs is very good. They participate equally in all aspects of the school curriculum. Their needs are met primarily in the classroom, with some pupils withdrawn for small group or individual work. This works well because the teachers. Support assistants and voluntary helpers work well as a team to meet individual needs. Care is taken to ensure pupils are following the same curriculum as the rest of the class while having adapted work and more individual help. All requirements of the Code of Practice are met and individual learning programmes of good quality are written. Provision specified in statements of special educational needs is very thoughtfully and effectively implemented contributing to the very good progress made. Pupils have equal opportunities to participate in all aspects of the

curriculum though different pupils each day miss part of assembly and so occasionally miss some religious instruction.

- 25 The curriculum for children under the age of five is very well planned to suit children's readiness to learn when they enter school. Children in the reception classes follow a carefully planned programme of work which covers all areas of learning and leads very smoothly into a more formal programme for literacy and numeracy as children mature. The curriculum provides very well for practical activities which develop children's creative and artistic talents as well as their personal and social development. The curriculum is very good for this age group and is very well adapted to enable all pupils, including those with special educational needs to achieve the highest standards they can.
- 26 The school enjoys good links with its local community and makes good use of the local environment. Pupils enjoy visiting a nearby Church of England school and the Grimsby synagogue as part of their religious education. Local vicars lead harvest festival celebrations and the community policeman talks to pupils about safety in the holidays. Science lessons are given a practical side by visits to Monks Dyke Rural Studies Centre and pond dipping in the country park. Pupils develop their football skills at football in the community run by the local club. Pupils also take part in charity fund raising, which develops their awareness of the needs of others. The final session of the after school country dancing lessons was given a terrific boost when a local country band came into play for pupils to dance to. They learnt about the instruments and thoroughly enjoyed the experience of dancing to a live band.
- 27 Links with other schools and colleges are very good. In particular, the relationship with the junior school, which shares the same site, is very strong and mutually supportive. As well as being able to communicate easily and to share facilities and resources, the two schools fund raise together, enjoy carol singing in the playground and hold a joint open day for parents and prospective families to visit. Both schools are part of the local pyramid of schools, which meets regularly with the result that standards are judged in a wider context. The school supports the playgroup that meets on the premises by offering use of both indoor and outdoor facilities. This results in close pre-school links and helps to develop children's confidence when they begin school. Many students and trainees on different courses from colleges and schools are welcomed and their assistance in class and enthusiasm is valued because of the contribution they make to pupils' learning.
- 28 The provision for personal development, which includes spiritual, moral, social and cultural development, is very good and leads to very positive attitudes, behaviour and relationships.
- 29 Provision for spiritual development is very good. Assemblies are well planned with appropriate themes and contribute to the spiritual development of pupils. The messages are of value, and opportunities are taken to relate these directly to the lives of the pupils, when, for example, they think about what being a friend means. The opening music sets a spiritual tone, hymns are sung enthusiastically and a prayer gives time for quiet reflection. Assemblies are used well to celebrate pupils' work.
- 30 Religious education is taught throughout the school, contributes positively to spiritual and moral development and gives pupils an insight into their own and other religions. In lessons pupils are often captivated by the way the teachers present information. For example they read and tell stories really well, they share information with pupils about

their own experiences and they provide artefacts that cause gasps of delight, for example, a skull in one class and a model boat in assembly. They provide opportunities within lessons for pupils to talk about their feelings and to listen to and respect the views of others. The school is a very caring environment where all pupils' ideas and contributions are valued by the staff.

- 31 Provision for moral development is very good. There are clear rules for everyone with consequences for breaking these being well known by the pupils. Praise is well used by the staff to foster good behaviour. There is good provision at lunch times resulting in a pleasant and relaxed atmosphere. Moral issues such as considering others are promoted throughout the curriculum and through assemblies and pupils write letters of thanks after visits. Pupils are developing a wider understanding of moral issues such as drug misuse through the health education lessons. The very good relationships between adults and pupils make a positive contribution as do the teachers and other staff as role models.
- 32 Provision for social education is very good. The overall ethos of the school and the example set by the adults encourages positive social attitudes among pupils. Within the classrooms all pupils are given opportunities for responsibility; they help to set out equipment and clear it away and they collect the registers. Pupils learn to work collaboratively and help each other. There are opportunities provided for social development through the visits made and the performances they give. Pupils in Year 2 have an activity day where they work in teams to solve problems and also challenge themselves during activities such as climbing. Pupils learn to help others less fortunate than themselves and raise money for various local charities. They make cards to take with the harvest gifts to elderly people. Pupils with special educational needs are very well integrated into the life of school. They take part in all school activities and are treated with respect and consideration.
- 33 The provision for cultural development is very good and pupils' knowledge and experience of their own and other cultures are enriched throughout the curriculum. English lessons make use of a variety of literature that reflects the cultural diversity of British society. To support studies in other subjects pupils visit local places of interest, nature reserves and a lifeboat station. They acquire knowledge of a wide range of music and art and perform dances from various cultures in physical education and during the country dancing club. They learn to greet each other in a variety of languages which widens their awareness of a wider world. The school has benefited from a visit from a poet and celebrates book week. Pupils gain a good knowledge of other religions and cultures through religious education lessons. They visit a church and a synagogue, learn about the festival of Divali and make Rangoli patterns. There are many excellent displays throughout the school that provide a rich cultural environment.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 34 Children and pupils are well looked after and a caring considerate atmosphere is fostered throughout the school. Although the health and safety policy has not been formally updated for many years, there is a proper awareness of all recent legislation and requirements. Regular health and safety checks and risk assessments are carried out and the caretaker and her team maintain a high standard of safety and cleanliness. Child protection procedures are secure and staff understands correct systems should they have cause for concern. First aid is administered with sensitivity and good humour and good records are kept. There is good awareness of the specific educational and



health needs of pupils. To ensure that children who are under 5 settle quickly and happily, the playgroup makes many visits to school and uses the hall and outdoor play area so that they are familiar with the building and staff. Children who do not attend the on-site playgroup also visit a number of times. They start school part time and progress to full time to allow them to adjust to a full school day; this helps them to develop confidence. Year 2 pupils are very confident about their move to the junior school. The shared campus eases transfer considerably, because pupils are already used to visiting for productions, and they see the building and junior school staff everyday. Children and pupils are well cared for at lunchtime, both on wet and dry days, by lunchtime supervisors. However, there is a lack of active encouragement to children to play games or use small equipment such as beanbags and softballs in the playground.

- 35 Pupils understand the school rules and the consequences of not behaving well. These are posted in every classroom and are simple and easy to know for young pupils. The behaviour policy is based on positive discipline with lots of praise and they respond very well to this. They are delighted when good work and effort is rewarded. Parents are very happy with standards of behaviour in school. Pupils and parents are confident that there is very little bullying and that any incidents are dealt with fairly and firmly. Attendance is consistently very good, considering the age range of children. Any unauthorised absence is holidays within the school term, which extend beyond ten days. Parents are very good about keeping school informed of reasons for absence and rarely have to be reminded to send an explanatory letter. Good records of attendance are kept.
- 36 At the time of the last inspection, a key issue was 'to develop a whole school assessment policy to ensure that prior knowledge of pupils' attainment is consistently used to inform teaching'. The school has made good progress in addressing this issue and has developed a comprehensive assessment policy that is being implemented through a carefully planned timetable for assessment. Both the headteacher and deputy headteacher are involved in the monitoring and assessment of pupils' work and progress. There is an assessment portfolio for each pupil and assessment sheets are well used by parent helpers to monitor what individuals can do, for example in Year 1 English lessons. Marking is often conscientious and supportive and Year 2 pupils quite clearly understand marking systems. Pupils' progress is tracked and analysed using tests to assess children's abilities when they start school, and through using reading tests and statutory attainment tests as they get older. Records and portfolios of work are passed on to class teachers at the end of each year so that they know what stage each individual has reached before starting the new academic year. Good records are passed on to the junior school and close liaison ensures pupils do not repeat work unnecessarily.
- 37 Pupils with special educational needs are identified effectively as soon as any cause for concern is expressed and strategies are put in place to overcome the difficulties. The progress they make is assessed and recorded regularly and new targets are set. There is very good liaison with other professionals and if the difficulties require more specialist input, for example speech therapy or the local authority's specialist teachers, this is provided promptly.
- 38 The assessment policy includes good provision to provide different work for pupils with different abilities. There is some target setting. In English a record sheet of key objectives for each year group is used, against which each pupil is monitored. It includes expectations for Year 3 so that higher achievers can be taken forward.

Reading records are well used to highlight specific skills to which teachers refer in their comments. Pupils' personal development is tracked more informally, although the introduction of tests to assess children when they start school is now giving a baseline against which all aspects of individual development can be monitored. Members of staff know each child very well and they use this knowledge sensitively to give individual help and support.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 39 Most parents are delighted with the school and the education and care it provides for their children. They are very pleased with all aspects of the school's provision. Parents are very committed to supporting the school and many give significant time and effort to help.
- 40 Parents are kept very well informed about what is going on in school, but sometimes the style of writing and presentation is a little formal and not easy to understand. The prospectus gives limited notes about all aspects of the school. The 'Off to a Good Start' booklet, which is the school's own, gives much more help and guidance to parents and is attractively illustrated. However, the written content is rather stiff. The governors' annual report to parents gives an interesting summary of the previous year's work. Newsletters keep parents up to date with what is happening in school, but could again be lighter in style. Copies of letters and information are posted at all the main entrance doors, which ensure parents can check they have received everything. Workshops, for example on literacy and numeracy, are well attended and are valued by parents as a way of helping them to understand what and how their children are being taught.
- 41 Parents of children in reception are invited to an open morning to see how their child has settled and the work they are doing. There are two formal reporting evenings each year when parents can discuss progress, but they are confident to approach school at anytime if they wish to talk about their child. The use of home-school diaries and reading records is variable. Some are used very effectively as a means of two-way communication between teachers and parents. Annual reports to parents for pupils in Key Stage 1 are adequate. All the subjects are covered, and generally comments say what children know, understand and can do. There is little setting of individual targets to suggest what pupils need to learn next and no opportunity for pupils to assess their own performance. Reports to parents of children in reception do not meet legal requirements because they do not report on all the areas of learning. Parents know the parent governors and ask them to raise issues with the full governing body.
- 42 Parents are informed at the earliest stage of the procedures for the assessment of special educational needs, as soon as any cause for concern is expressed. Targets set for pupils and reviews of the progress made are fully discussed with parents. Parents often help at home with the programmes devised and this involvement contributes positively to the very good progress made.
- 43 Parents give a lot to the school and to helping children's education in a variety of ways. Many parents help in school on a regular basis, either offering specific skills such as in information technology, or generally helping as asked or 'giving any help that is needed. A parent who is a pharmacist is very helpful in a Year 2 science lesson on medicines. Parents and grandparents do a very good job in the swimming pool with reception children, enabling games such as 'ring o' roses' to be played in the water to encourage children to wet their faces. Teachers brief parents and all helpers very

thoroughly for each lesson, with written instructions and a list of the pupils they are specifically asked to monitor. Many parents are involved with the joint home/school association, which puts on a number of fund raising events each year to benefit both schools. A very successful sponsored walk had just been held. Parents feel that the time and support they give to school is valued.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 44 Leadership and management of the school are very good. The headteacher gives very clear educational direction and together with key staff ensures that standards of teaching and learning continue to improve throughout the school. The school's aims and values are consistently and exactly reflected in all aspects of its work. The school is very successful in helping pupils to develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally and to apply themselves to tasks, as mentioned in the school's primary aim. These attributes were evident in many lessons. The quality of leadership and management has improved since the last inspection. Teamwork continues to be a very strong feature of the school. The school has very appropriate priorities for development and a shared commitment to improve.
- 45 The management of the school is well directed by the school development plan which is well organised and clear-sighted, based on an honest appraisal of the school's work, clearly linked to improving standards of pupils' achievements. It is concise and analytical though indicates a cautious approach to new initiatives such as the national strategies for literacy and numeracy which are tried, tested and their effectiveness measured against present practice before being fully embraced. The leadership and management of subjects and other aspects of the school are very good overall with particular strengths in numeracy, science, information technology, art, special educational needs and early years. Their effectiveness is seen in the high standards and very good progress.. Some statutory requirements, however, are not met, in respect of reporting to parents of children in the reception class on all their areas of learning. Pupils are withdrawn from collective worship occasionally in order to read and as a consequence they miss out on some valuable religious education which forms a very important part of most assemblies in this school.
- 46 The governing body makes a good contribution to the running of the school. It is well organised and systems are firmly in place to ensure that the new separate infant governing body continues smoothly the work of the former joint infant and junior school governing board. Governors are assigned to specific curricular areas and liaise with the subject co-ordinator to visit the school to observe their subjects being taught. This contributes well to the monitoring and evaluation of teaching undertaken by the headteacher, deputy and some key staff. Out of monitoring visits to lessons, targets for development are set. The leadership firmly believes that the best resource a school can have is high quality teaching and non-teaching support staff. This is reflected in the budget expenditure and clearly reflects the leadership and management's principled approach. The quality of teaching has improved considerably as a result of these measures. The organisation of teaching into year group teams ensures consistency of planning between classes and ready discussion of methods of teaching which work and of those which are less successful. The use of support staff and voluntary helpers in lessons is sometimes inefficient. Although support staff benefit from listening to introductions to lessons, pupils do not receive additional help or staff receive monitoring observations of pupils' participation in discussions, for example, during this time. The headteacher and deputy head's leadership offers a very good role model for teaching and learning within the school.

Some of the very good and excellent practice within individual classes, however, is not disseminated as well as it could be. There is an effective policy for special educational needs in place, based on the Code of Practice.

- 47 Financial control is good and funding received for special educational needs is very well used to provide child support assistants and a good level of resources. Financial management is good. The governing body's finance committee keeps a close watch on the budget and major areas of financial concern are discussed, for example the appointment of new staff. The governors work closely with the headteacher, accepting her lead on school development planning and the budget, but questioning and reviewing before signing their agreement. Administration is very smooth, efficient and unobtrusive. The school administrative assistant is a welcoming presence to callers, both in person and on the telephone. She has well organised systems in place to ensure the smooth day to day running of the school. Routine financial operations are carried out properly. The last audit report found all the school's financial systems to be operating well and the recommendations have been put into place.
- 48 The accommodation is adequate and every available bit of space is used well to promote pupils' learning. The quality of display throughout the school is very good and provides an inviting environment in which pupils are happy to learn. Although space is quite cramped, as in the reception year group area, very good leadership and management has ensured that the space is used equally so that teachers and pupils receive the benefit of the best each day. The school shares the adjoining junior school's swimming pool which is both an asset and a potential financial problem following reorganisation of funding. The principles of best value have recently been introduced and are beginning to influence financial decisions. This is an effective school, committed to improvement, and gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

49 In order to further improve standards the headteacher, governors and staff should:

- ◆ Make more effective use of time in the school day by:
  - extending the time spent in lessons to more nearly meet the national recommendation;
  - shortening the lunch-time break;
  - reviewing the way in which the literacy hour is organised.

(paragraphs 4,15,20,21,60,60,62,80,96)

### **Minor issues**

- ◆ Make more efficient use of support staff and helpers within lessons.
- ◆ Ensure that statutory requirements are met by:
  - Ensuring that reports to parents of children in the reception class include specific reference to all areas of learning;
  - ensuring all pupils attend an act of collective worship each day.

(paragraphs 18,21,24,41,45,46,68,100)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

51

Number of discussions with staff, governors, other adults and pupils

25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	45	31	8	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	232
Number of full-time pupils eligible for free school meals	27

FTE means full-time equivalent.

#### Special educational needs

YR – Y2

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	40

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	3
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.01
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.08
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### ***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	44	21	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	41	39
	Girls	18	21	20
	Total	55	62	59
Percentage of pupils at NC level 2 or above	School	85 (83)	96 (87)	91 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	40	39
	Girls	21	21	21
	Total	59	61	60
Percentage of pupils at NC level 2 or above	School	92 (83)	94 (96)	92 (93)
	National	82 (81)	86 (85)	87 (86)

*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	232
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23.2
Average class size	25.8

#### **Education support staff: YR – Y2**

Total number of education support staff	7
Total aggregate hours worked per week	116

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	406287
Total expenditure	398589
Expenditure per pupil	1718
Balance brought forward from previous year	10222
Balance carried forward to next year	17920

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	232
Number of questionnaires returned	91

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	3		
My child is making good progress in school.	74	25			1
Behaviour in the school is good.	76	23			1
My child gets the right amount of work to do at home.	52	38	9	1	
The teaching is good.	82	15	1		1
I am kept well informed about how my child is getting on.	59	33	7	1	
I would feel comfortable about approaching the school with questions or a problem.	84	15	1		
The school expects my child to work hard and achieve his or her best.	87	13			
The school works closely with parents.	76	22	1		1
The school is well led and managed.	88	11			1
The school is helping my child become mature and responsible.	79	20			1
The school provides an interesting range of activities outside lessons.	37	33	13	2	14



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

- 50 Children under the age of five are taught in three reception classes. They are taught some lessons, such as literacy or numeracy in three different groupings based on the school's initial assessments of their readiness to learn. Children have very varied pre-school experience and some pupils need much more time to learn through play than others who are more mature when they enter school. The different groupings ensure that all pupils receive the kind of teaching best suited to help them to learn. The school's ingenious system also makes the best use of the available space for reception pupils. It utilises two classrooms and an integrated play area on a strict rotation so all pupils benefit from the different facilities, including outdoor play, each day.
- 51 There were very few children under the age of five because the inspection took place so near to the end of the summer term. Judgements are based on the attainments of the youngest pupils, including those who were just five years old. From scrutinising the school's well documented records of pupils' attainments on entering school, it is clear that pupils arrive with a very wide range of ability which is broadly average overall. When they first come to school their reading and number skills are not particularly well developed and very few children can write their names. Children achieve well and by the age of five most attain well within the expected standards for five-year-olds in language and literacy, mathematics, knowledge and understanding of the world and physical development. Some pupils exceed national expectations for this age group. Children's creative, personal and social development is above average.
- 52 Children are very well taught and are given an extensive range of opportunities from which they learn very well. The curriculum is very good and is very well adapted to enable all pupils, including those with special educational needs to achieve the highest standards they can. Pupils receive a very good start to their education from the consistently very good and sometimes excellent teaching and this provides them with a very good basis for future learning. The planning is adapted as the children gain in confidence and maturity so that by the end of the reception year they experience many aspects of the literacy and numeracy strategies in formal lessons.
- 53 Pupils' personal and social development is above average and is clearly developed by the consistently very good and often excellent teaching they receive. They learn to work with a great degree of independence within the parameters set by teachers, often with little or no direct supervision, though teachers are well aware of all that is going on. Children co-operate well as shopkeepers, sticking to their own task for a reasonable amount of time. They work together well, seated in pairs at the computer, to begin to compose a letter to ask the lady who is going to have the ducks to keep them safe. Children take it in turns to be special helpers and pairs of children from each class wear a badge indicating they are 'a helper today'. They take their duties seriously. As a result, pupils develop confidence and look after each other, reminding a child, for example, that she needs to put her painting apron on. Weekly swimming sessions in the pool develop children's confidence in water and few require armbands by the end of the year.

- 54 In language and literacy, children attain broadly average standards and a significant proportion learns to read and to write well for their age. Some higher attaining children are already working within the levels expected of older children. Children learn to write joining their letters, which immediately gives their handwriting maturity. Higher attaining pupils begin to write in sentences whereas others begin to write words and phrases. Children's reading benefits from reading in small groups with their teacher and from additional opportunities such as when they are expected to read nursery rhyme books to themselves, piecing together the words from remembered rhymes. They take home reading books from school and teachers and parents write quite detailed comments on children's progress. These are drawn on in order to help children to make progress. Children are given good quality support by nursery nurses and voluntary helpers who are deployed well by staff to give specific assistance and to assess what children have learnt. Reception children are very well taught and some excellent teaching was seen. Each morning, in their registration groups, children are encouraged to talk to the rest of the class about something they have done at home. Teachers are very skilled at using these conversations to develop all areas of learning. for example, a higher attaining child brought in some addition sums she had done at home and a lower attaining child explained that to work out the answers 'you get some toys and count them'. Less mature children direct all speech to the teacher rather than to the whole class. Teachers take every opportunity to develop speaking and listening, encouraging children to read back their own work or using children's writing to introduce different sorts of writing such as 'news' or 'factual writing'. Consequently pupils' skills in speaking and listening are above average as they are given many opportunities to speak and many interesting things to listen to.
- 55 Some excellent teaching of numeracy was seen. Some delightfully inventive activities both challenged higher-attaining children and supported those who find learning more difficult. They attain broadly average standards overall by the age of five. Children really enjoy the opening mental mathematics, trying to answer questions as quickly as possible. Teachers set a fast pace for learning but nonetheless check individual understanding, using support staff appropriately to check the accuracy of children's answers. Children behave very responsibly and carry out their tasks with great concentration. For example, in an outdoor mathematical activity, children carefully painted with water the number of objects they had counted within the hoop. When the nursery nurse corrected their formation of numbers they happily attempted to paint seven and nine again, this time the right way round. Through activities like this, teachers develop many different skills at once. In their free activity time, children unconsciously continue to develop their mathematical understanding as when two children co-operated extremely well to make a zoo. They measured the animals to create the right size enclosures, deliberately balancing bricks to make walls, then grouped animals appropriately.
- 56 Pupils attain standards expected of five-year-olds in knowledge and understanding of the world though their capacity to articulate what they know is above average. Much of the very good teaching and learning is linked to topics which span several weeks or which are referred to daily. For instance, initial discussion about the weather introduces words like 'cloudy' or 'windy'. Each year, the reception class keeps ducks. They see that they hatch from eggs and are very quick to point out to visitors that they are ducklings, not ducks and they are not chickens. They take it in turns to take them home for the weekend and they know that they can't keep them at school much longer because 'they're too big'. One child suggests they could put them in the school swimming pool but others think that would make the pool too dirty. Children have a well-developed sense of time and know that it will be school holidays soon. In one

lesson, children talked about and designed and made biscuits in readiness for 'the duck picnic' when the ducks are delivered to a farmyard pond. The quality of teaching is very good and well-chosen educational visits extend pupils' perceptions of their world.

- 57 By the age of five, children attain expected standards in physical development. They play on large wheeled toys confidently and use large bricks in constructive play. They roll out malleable material appropriately and are able to shape it with their hands. They handle small implements well and show considerable dexterity in using paintbrushes and pencils. This aids their creative development which is above and often well above the level expected of five-year-olds. Children are given different implements to draw with and from a very early age are taught techniques in painting and shading. Some of the chalk drawings were exceptionally good, for example one of a seated inspector captured the position of the knees very well. Pupils are very articulate and explained they're painting 'beautiful paintings like Monet'. They knew they had to wet the paper first and to choose whether to paint, dab, drip or dribble paint first. They confidently choose colours and their finished paintings are quite exceptional.
- 58 The work in the early years' classes is very well led by a most thoughtful and innovative co-ordinator. As a result, all children in the reception year benefit from being taught by all three teachers who plan work very well together based on assessments of what pupils understand and what they need to learn next. This gives children a very good start and contributes to higher standards as they move through the school.

## **ENGLISH**

- 59 By the end of Year 2, pupils' attainment in English is in line with that expected for seven-year-olds and maintains the standards seen at the last inspection. In speaking and listening, standards are above average because of the provision of good opportunities for pupils to express their opinions in lessons and the effective story-telling that stimulates good listening habits. In reading and writing, standards are at expected levels. The school's emphasis on developing basic skills in reading and writing, and particularly in developing pupils' handwriting, is effective in ensuring that pupils make good progress. Results in National Curriculum tests have risen over the past four years, particularly in writing, with girls doing better than boys in ways which reflect the national trend. In the tests in 1999, pupils' performance was close to the national average in reading and above average in writing. Pupils with special educational needs make very good progress because of the appropriately challenging work set for them and the very good support they receive. The very small number of pupils for whom English is an additional language make the same good progress as most other pupils.
- 60 Most pupils are confident in speaking and listen attentively. Their skills develop well because, during the frequent opportunities pupils are given to discuss in groups and to speak to the rest of the class, teachers question cleverly to draw out fuller answers. In reading, pupils have a good range of strategies for dealing with unfamiliar words and they are effectively encouraged to read aloud with expression, following the teachers' often very good example. The school's own tests show that pupils make good progress in their reading during Year 2. While teachers plan regular group reading sessions, often during lunchtimes, there are insufficient group guided reading sessions planned in literacy time to ensure that higher order reading skills are taught

systematically. Reading records include broad targets related to reading skills but more detailed individual targets are for the most part lacking. Reading diaries are used effectively in some classes to develop a dialogue with parents about their child's reading but their use is not consistent and they do not include individual targets that parents can help to meet. Pupils have well developed skills in retrieving information from books and most are confident in using the contents and index of a book to find the information they require. These skills are not, however, extended to finding a particular book in the school library, largely because books in the library are organised by level of difficulty rather than by topic. While overall standards of writing are at the levels expected, a significant number of higher attainers reach higher than average standards. Teaching within literacy lessons pays good attention to the teaching of basic writing skills without neglecting to provide good opportunities for pupils to write independently at length for a range of audiences and purposes. Higher attainers in particular respond well to such opportunities. However, opportunities are missed in some of the technical sessions to promote written work that is more than just a series of unconnected sentences. While some opportunities occur in other subjects for pupils to write at length, as when, for example, they compose their own prayers in religious education, there are not enough opportunities offered to extend their range of writing for particular purposes. Sometimes the use of worksheets in other subjects inhibits such opportunities.

- 61 The quality of teaching is good overall with some very good and excellent teaching. Teachers have very good skills in reading aloud and they use resources such as the 'Big Book' very effectively to engage pupils' interest and to develop their skill in identifying with the feelings and ideas of others and in appreciating the humour in a story. Teachers' often very highly developed class management skills are based on very positive relationships that lead to very high standards of behaviour, very good concentration and high levels of effort from the pupils. In literacy lessons, teachers plan activities for pupils of different abilities but opportunities are missed to include a range of activities in the whole class session that begins the lesson. Consequently, more time is spent on particular items, such as, for example, a particular letter sound, than is necessary; the group work that follows is sometimes not sufficiently challenging for higher attainers and even average attainers finish the work quickly. The whole-class session that ends the lesson is sometimes insufficiently focussed or is too short to allow the teacher or the pupils to evaluate their learning fully.
- 62 The subject is effectively led by an English co-ordinator and a literacy co-ordinator who have separate but linked responsibilities within the subject and who work together well. Although the school was not selected to receive the full programme of staff training for the National Literacy Strategy, the implementation of the literacy hour was carefully monitored last year and consequent improvements in the teaching of literacy have occurred. However, the school does not employ the structure of the literacy hour to best effect.

## **MATHEMATICS**

- 63 By the time pupils leave school their attainment is above the national average. In the 1999 assessment tests for seven-year old pupils, the percentage of pupils reaching the average Level 2 and above was close to the national average. The percentage of pupils reaching the higher levels was above the national average. Overall the results are above the average for similar schools. All pupils achieve well during their time at school. Lower attaining pupils and pupils with special educational needs achieve very

well, often achieving average levels of attainment by the time they leave school. Higher attaining pupils are given challenging work to do and also achieve well.

- 64 These results show an improvement in standards since the last inspection. Evidence from observation of lessons and scrutiny of pupils' work confirms that there has been an improvement since the last inspection both in standards and the progress made by pupils. The reasons for the improvement in standards are the very high quality of teaching and the very effective implementation of the national numeracy strategy. The quality of the questioning by the teachers is particularly effective in helping pupils to develop different strategies to use to complete their work and to explain their thinking. The quality of teaching has been effectively monitored and improved, there have been demonstration lessons given by the mathematics co-ordinator which have helped to inform and further improve the teaching of colleagues and an improved system of assessment has been introduced. These strategies have been effective in increasing the confidence of teachers and in raising standards.
- 65 By the time they leave school pupils can add and subtract numbers within twenty confidently and can use mental recall to solve simple problems. They count orally, forwards and backwards, in twos, fives and tens. They can arrange numbers to a hundred in order and are beginning to understand place value, although lower attaining pupils need some practical help such as a number square. Higher attaining pupils understand place value to 1000, are able to complete simple problems using the 2,5 and 10 times tables and are able to manipulate numbers mentally quickly and accurately. Pupils use appropriate mathematical language to describe two and three-dimensional shapes and can identify and use simple fractions. They are able to estimate length fairly accurately and check this by measuring. All pupils are starting to discuss their work using appropriate mathematical language; higher attaining pupils are able to try different approaches to solving problems. For example they use different strategies to work out multiplication sums and confidently explain their workings. They also challenge themselves by choosing larger numbers when writing their own multiplication sums. Lower attaining pupils are provided with suitably adapted work and work on the same concepts as the rest of the class at an easier level, using smaller numbers.
- 66 Numeracy skills are further developed in other subjects such as design and technology, where they measure accurately, geography, where they use co-ordinates on maps and physical education where they use directions. Opportunities are taken during register times for pupils to use their mental mathematical skills practically as they work out how many pupils are present, how many are having a dinner and how many are having sandwiches.
- 67 The quality of teaching and learning are very good overall with nearly half excellent. There is no unsatisfactory teaching or learning. Teachers have very good knowledge and understanding of the numeracy strategy and understand how to teach the basic skills well. They provide very clear explanations to the pupils so they understand what they are doing and why. Questioning is perceptively used to make pupils think carefully about what they are doing or to ask them to explain how they worked out their answers. Because teachers vary the difficulty of the questions all pupils can succeed and this increases motivation and confidence. Teachers plan thoroughly for pupils of different abilities and provide challenging activities to help pupils develop their knowledge, understanding and skills and an appropriate mathematical vocabulary. For example when pupils in Year 2 are learning multiplication they learn all the ways this can be expressed, 'times', 'bundles', 'sets', 'array', and 'repeated addition'. They use

dice to make up their own multiplication sums. Higher attaining pupils use dice with numbers up to twenty, discuss their work and challenge themselves to use larger numbers. Lower attaining pupils work with dice with numbers to six and with adult support.

- 68 Teachers use a variety of methods very well to keep pupils interested and motivated throughout the lessons. For example they give all pupils a pack of number cards during a mental mathematics session so all have to work out the answer and hold it up. In Year 2 pupils use different shapes to fill in an outline of 'superman'. Pupils are motivated by the tasks and work very hard. Teachers manage pupils' behaviour extremely well and the pace of lessons is brisk, maximising the learning time. Learning support assistants and voluntary helpers are well deployed when working with groups of pupils on set tasks. They receive written instructions for the lessons and fill in information for the teacher on the progress made. However they are not always usefully deployed during the whole class lessons, sitting listening while the teacher takes the lesson. Teachers evaluate their lessons well and use this information to plan the next lesson. This ensures they know what has been learnt and enables pupils to apply previously learnt skills to new situations. There is a uniform assessment system for tracking the attainment of pupils throughout the school. Homework is set that involves the parents in the learning tasks and extends the work completed in class. Information technology is used effectively to support work in mathematics.
- 69 Pupils' attitude to their work is very good and often excellent. They are able to sustain interest and concentration well and work hard throughout the lessons. They are keen to answer questions and are polite both to each other and to adults. They are able to work independently or collaboratively in pairs or groups and discuss their work together, listening well to each others contribution. Behaviour is excellent and there are excellent relationships between pupils and between adults and pupils. Pupils are able to explain their reasoning to the rest of the class with reasonable confidence. They take a pride in their work and present it well. As they get older they use their initiative to try different ways of working out problems. Pupils really enjoy their mathematics lessons, so much so that during a wet playtime they asked if they could carry on with their mathematics work.
- 70 The leadership and management are very good. The school has adopted the National Numeracy Strategy and pupils are following the recommended framework. All classes have a daily numeracy lesson and teachers are implementing the strategy very well. Planning and teaching are monitored and the co-ordinator teaches demonstration lessons. These strategies have been very successful in improving teaching and learning. The co-ordinator has run a session for parents to keep them informed about how mathematics is now taught so they are better able to support their children at home. The use of the assessment procedures contributes positively to the good achievement of pupils. There is a good level of resources that are well organised, accessible and well used.

## **SCIENCE**

- 71 Standards are above those expected nationally of seven-year-old pupils. In the 1999 teacher assessments at the end of Year 2 nearly all pupils attained nationally expected levels and a higher than average proportion of pupils exceeded national expectations. Inspection evidence agrees with these results. There are no discernible differences between the attainment of boys and that of girls. Performance over time indicates an improving trend. In the last inspection higher attaining pupils were judged to be

insufficiently challenged. This is no longer the case and pupils of different levels of attainment achieve high standards. Pupils with special educational needs make very good progress because of the additional support they receive.

- 72 Pupils learn very well because of the many opportunities they have to find out through practical work and investigative activities. They are encouraged to ask questions and to find out the answers for themselves. In one classroom, a lively collection of painted faces with speech bubbles proclaim fascinating facts such as 'The brain is the body's control centre' or 'When you sneeze air rushes through your nose at over 160 km an hour'. Pupils clearly observed the model skeleton, Mr Bones, in minute detail, judging by the accuracy of their white straw skeletons on black paper which show the skeletal frame complete with ribs and double bones in forearms and lower legs. Pupils are encouraged to talk and ask questions. In one lesson, after watching a programme showing the life-cycle of the butterfly, pupils' observations clearly showed the depth of their understanding. For example, one pupil pointed out that a 'life cycle' was like a 'life circle'. They have the confidence to say when they are unsure. Through verbalising his confusion, a pupil answered his own question as he suddenly realised that the butterfly emerged from the chrysalis by spreading its wings. Pupils find out which materials conduct electricity by making a simple circuit and testing different articles such as a safety pin, paper clip, chalk, feather and spoon. They use their scientific knowledge well in other subjects. For instance, in an imaginative story, Winnie the Witch's wand 'wouldn't work' because 'the batteries were the wrong type'. Pupils' talents in art emerge in graphic illustrations of what happens to the body after exercise, showing that the lungs work hard and the heart beats faster. In one, a caption indicated 'the heart goes pop!'.
- 73 The quality of teaching is very good and some excellent lessons were observed. Teachers have very good subject knowledge and provide interesting activities for pupils which stimulate their curiosity. This helps them learn through scientific enquiry. Teachers are very skilled at handling discussions, sensitive to pupils' comments and use these exceedingly well to instruct unobtrusively. They have an excellent ability to meet calmly and appropriately the unexpected comment and turn it to constructive use. In a lively debate on the use of medicines in keeping people healthy, pupils were clear that to misuse drugs meant 'to be silly, using drugs in the wrong way' but equally that 'drugs can be good for you'. Through using well-chosen resources, teachers ensure that lower-attaining pupils and those with English as additional language have visual support through discussions. Teachers use technical vocabulary very well and encourage pupils to use correct terminology. Literacy texts are used very well to promote scientific knowledge and pupils are encouraged to borrow non-fiction books from the library. In excellent lessons, the closing five minutes are used very well to draw together what has been learnt. The success of some lessons is seen in the absolute concentration and interest of the pupils who prefer to stay and finish what they are doing rather than go out and play.
- 74 Pupils cover a wide range of work and their written work clearly records what they have learnt. Much of the recording, however, is on worksheets and opportunities are missed to develop pupils' skills in writing at length. Their work is beautifully illustrated. Teachers' marking is helpful and assessments at the end of units of work are used well to gauge what pupils know and what they need to learn next. Year group staff plan together each week and modify their lessons accordingly. The subject is well led by an enthusiastic and committed co-ordinator whose future plans for the subject include linking information and communication technology more closely to methods of recording scientific observations.

## INFORMATION TECHNOLOGY

- 75 Standards are at expected levels for seven-year olds. Whilst the standards reported in the last inspection were similar, information and communication technology is now used extensively to help pupils to learn in other subjects. Since the last inspection, the school has developed a computer suite. Groups of pupils are withdrawn for short activities which complement work done in class. They are assisted well by support staff and teachers set tasks which match the attainment levels of different groups of pupils very well. This enables higher attaining pupils to work at a suitable pace and allows lower attaining pupils the extra support they require. This recently established system is clearly raising present standards.
- 76 There is no judgement made on the quality of teaching since no lessons were seen. The quality of pupils' learning is very good and pupils benefit from the many planned opportunities to use the computers both in the classroom and in the computer suite. The teaching is very well organised and pupils have their own files which they open and close and where they save work competently. This file is then transferred with them to the junior school and so acts as a record of their level of attainment. From discussions with pupils it is clear they very much enjoy using, for example, control technology. They animatedly described programming a toy to turn through 180 degrees and explained clearly how to make a right-angled turn. They recalled the distance travelled by one push of the button and estimated how many pushes would be needed to programme it to cross the room.
- 77 Information and communication technology is used very well in other subjects. In literacy, for example, younger pupils listen on headphones to words on the screen being read and accurately click on the appropriate sounds using the mouse. In art, their work on Picasso utilises geometry successfully as they use the mouse well to draw horizontal and vertical lines. They use the screen pencil accurately to draw an abstract 'wobbly face', using the screen paintbrush to colour in blocks of colour. Using the Internet, pupils find out about the weather in different places and compare a colder with a hotter climate, drawing up graphs to illustrate this. Pupils word-process poems and stories and are encouraged to redraft their work. The use of programmes related to the reading scheme books helps lower attaining pupils' skills in reading by reinforcing and extending their reading vocabulary. Pupils are very quick to demonstrate what they know and talk excitedly as they show, for example, how to complete the snake using numbers extracted from a notional hundred square inserted in the correct spaces. In these ways, information and communication technology helps pupils to learn very well.
- 78 The subject is very well led and the co-ordinator sets and expects high standards. Software is carefully selected to suit the pupils' age and level of maturity. For example, pupils used the Internet to find out about the moon landings but the co-ordinator was concerned that much of the material available for pupils to access is written in language which is too hard for infant pupils to understand. She is currently investigating suitable Internet sites. The scheme of work is very well adapted from national guidelines and includes a scheme of work for pupils in the reception class, some of whom come to school with some computer skills. Pupils' work is monitored very well and assessment of skills such as mouse control are noted and used to develop individual expertise.



## RELIGIOUS EDUCATION

- 79 Standards at the age of seven are in line with those of the locally agreed syllabus. The standards found at the last inspection have been maintained. Pupils, including those with special educational needs and those with English as an additional language, achieve well. They know a number of stories from both the Old and New Testaments and understand the implications of some of them. They know about Christian, Jewish and Hindu festivals and understand some of the similarities and differences between the religions. They apply their own experience in discussing weddings and are aware of important items in such ceremonies and what they signify. They learn and understand about aspects of the Jewish faith after visiting a local synagogue. They show very good levels of interest in the beliefs of others and are very tolerant of one another's views.
- 80 The quality of teaching is good and sometimes very good and leads to high levels of interest and involvement from the pupils. Pupils' respond well to the stimulating material and ideas presented by the teachers and to the way in which ideas are related to the pupils' own lives and situations. Teachers' very effective classroom management skills lead to very good behaviour and high levels of concentration; pupils enjoy their lessons. Teachers use artefacts and other resources very well, as in a lesson about weddings where the pupils were intrigued by seeing the teacher's own wedding album; this led to extensive discussion and very good levels of learning. Teachers encourage the pupils to think for themselves and they have confidence to express their views honestly and openly. Lessons have a brisk pace and very good levels of learning. When given the chance, pupils produce interesting written work, such as when they composed their own prayers; however, not enough opportunities are provided for pupils to write independently at length.
- 81 The very good quality assemblies, which are planned with the religious education scheme of work in mind, make a strong contribution to the subject. The subject is well led and the co-ordinator informally monitors pupils' work.

## ART

- 82 Pupils reach standards well above those typical of seven-year-olds by the time they leave school. They achieve very well, gaining a very good level of knowledge and understanding of the work of a range of artists and developing skills in using a range of materials. They learn to express their own ideas confidently. This is an improvement from the good standards noted at the last inspection.
- 83 By the age of seven pupils are familiar with a wide range of media including paint, pastels, pencils, crayons, collage, clay and computer graphics programs. They are developing the ability to use these to represent what they see and to record ideas and feelings confidently. They use the work of L S Lowry as a stimulus to create their own pictures using hard and soft pencils, charcoal and wax crayons. They use tone effectively to show the darkness in windows and doors and draw buildings with carefully observed detail. They make a good attempt at portraying movement in the simple figures. They are able to make detailed observational drawings of carnations using light and shade to depict the petals. They study the work of other artists such as Picasso, Van Gogh and Cezanne and use similar techniques to produce dramatic and expressive pictures. Their work is imaginative, showing good control and attention to detail.

- 84 Pupils use the skills developed in art lessons to illustrate work in other subjects. Younger pupils make Rangoli patterns for their Divali display, older pupils make careful and detailed 3-dimensional skeletons using straws and plates of food using a variety of media to support 'you and your body' in science.
- 85 The quality of teaching and learning is very good. Teachers' knowledge is very good and they are able to provide suitable visual stimuli to motivate the pupils and to prepare lessons that achieve a good balance between teaching skills and looking at the work of other artists. As a result pupils look carefully at other artists' work and are starting to understand what they were trying to achieve. Clear explanations and demonstrations help pupils to learn different techniques and apply these to illustrate their own ideas. The school values the art produced by its pupils and eye-catching displays throughout the school celebrate their achievements. Information technology is well used to support the art curriculum, as when pupils use a computer programme in Year 1 to draw tiny creatures and in Year 2 to produce work based on Mondrian.
- 86 Pupils enjoy art and work with great interest and enthusiasm. They behave very well, there are very good relationships between pupils and they are able to share resources and equipment and clear away efficiently at the end of the lesson. Pupils with special educational needs are fully integrated into and an accepted part of the class group. Pupils are able to work independently and with real concentrated effort. They work very carefully and persevere to overcome problems they encounter. They take a justifiable pride in their work and show an appreciation of others' work.
- 87 There is now a good quality art policy and scheme of work in place, an improvement from the last inspection. There is a good supply of good quality resources. These contribute to the very high standards achieved.

## **DESIGN AND TECHNOLOGY**

- 88 Standards are well within expected levels for seven-year-olds. During the inspection there were limited opportunities to observe lessons except in the reception class and so no judgement of the quality of teaching is made. Standards of attainment and pupils' learning are judged by looking at pupils' work on display, examining teachers' planning and discussions with both teachers and pupils. From these it is evident that many pupils' achieve well and greatly enjoy designing and making.
- 89 Year 2 pupils are very clear that articles must be designed first of all and include a list of components followed by instructions on what to do. Afterwards, they have to look at each other's work and comment on what they think is successful. They eagerly showed their models of people changing position which revealed an impressively imaginative range. Pupils devised their own templates and their artistic talents are clearly seen in the well-proportioned limbs of people playing volleyball or pool, or fencing, swimming or doing a handstand in water. The vividly painted scenes enliven the moving images created using paper fasteners through jointed limbs. Some of the work in art and design and technology overlap. Much of it is used for creative play and so reinforces what pupils learn through practical application. In one classroom, a papier-mâché rainbow planet is carefully sculpted with volcanoes and a lake complete with water. Pupils decided to make figures out of a malleable material and pipe cleaners so they can change them each week when they play with them. They enjoy using the bridge and spaceships, adapting the construction as they make up games.

- 90 Pupils have many opportunities to make articles and to follow detailed plans for construction which they adapt. This work is individual and gives pupils full scope to work and play constructively. For example, some pupils made motorbikes complete with wheels, axles and handlebars which move up and down. Others worked collaboratively to make a hot air balloon, joining different parts to create extending arms radiating out from a well-constructed, firm base. A series of interconnected cogs and wheels turned the balloon at the top.
- 91 Design and technology is integrated very well with other subjects such as science and art and oral evaluations develop pupils' skills in speaking and listening. Pupils are very keen to demonstrate how things work and explain the finer details very well. They have relatively few opportunities to record in writing. Whilst very good use is made of ready-constructed materials, pupils have fewer opportunities to choose, devise and make their own using raw materials. The range of work is much wider than that reported in the last inspection and shows the continuing development of this area of the curriculum.

## **GEOGRAPHY**

- 92 Observation opportunities were limited as there were no geography lessons planned during the inspection. Standards of attainment and pupils' rates of learning by the age of seven are judged by scrutiny of work, talking to teachers and pupils, scrutiny of planning, school documentation and subject displays. This evidence indicates that pupils reach the standards expected of seven-year-olds by the time they leave school. Their achievement is satisfactory.
- 93 Pupils know simple facts about their immediate environment and can compare contrasting locations, the high street and the promenade, listing the features of both locations. They are able to draw a plan of the classroom and find and name features on an Ordnance Survey map. They use maps and photographs to answer questions about the area and use a simple key to show parks, coast and lakes. They are able to describe the characteristics that they like and dislike about Cleethorpes and suggest ways it could be improved. They are starting to use appropriate geographical vocabulary to describe the landscape, for example sandbank, buoy, fort, lighthouse, pier and tide. There is good support for numeracy when they use co-ordinates to locate features on a map and produce a bar chart of types of housing seen in the local area. Information technology is well used to support geography, pupils using the internet to research the weather in other countries.
- 94 There is a good policy and scheme of work in place based on a development of skills. This is an improvement from the last inspection. Good use is made of the local environment to stimulate interest. These contribute positively to the pupils' achievement.

## **HISTORY**

- 95 Standards are at expected levels for seven-year-olds and the standards of the last inspection have been maintained. Pupils show a good understanding of possible sources of evidence and accurately recall the story of Grace Darling, knowing that her heroism resulted in the development of modern lifeboats. They learn well through experiencing in role-play, for example, an hour in a classroom in the 1950s and show good insights into the similarities and differences between then and now. They learn about life in Victorian times and their learning is extended by singing songs about

Victorian street sellers in their music lessons. They understand aspects of the life of some famous people such as Louis Braille and the effect they have had on other people's lives, including their own. Pupils with special educational needs and those for whom English is an additional language make good progress and most pupils achieve well as a result of the imaginative teaching.

- 96 Teaching and learning are good overall and sometimes very good. Pupils respond with interest to stimulating presentations such as the introduction to the 1950s classroom. Learning is also stimulated by the effective use of good quality resources such as the accurate scale model of a coble similar to that used by Grace Darling in her rescue from the shipwreck. Teachers set homework to extend and consolidate knowledge effectively. Pupils listen well and their learning is considerably enhanced by the teachers' use of challenging questions, sometimes carefully targeted at individuals. As a result, pupils' understanding is increased and they are able to apply their knowledge of history to their own lives. While some opportunities are provided for pupils to extend their understanding by writing independently at length, these are not frequent enough.
- 97 A committed and enthusiastic co-ordinator encourages the use of a wide range of methods and ensures that topics are selected that are of particular relevance to these particular pupils. This ensures a positive response and effective learning.

## **MUSIC**

- 98 Standards are above those expected for seven-year-olds, particularly in singing, and are similar to those at the time of the last inspection. Pupils' singing is confident and tuneful and they know a wide range of songs of different kinds. These songs often support learning in other subjects, such as mathematics, science and history. Pupils in Year 2 hold their part in a two-part round and make a good attempt at singing a three-part round well. Pupils accompany songs with tuned and untuned percussion, for example triangles and drums, showing a good sense of the beat and knowing when to be loud or quiet. They listen to a variety of types of music sensitively and can discuss the qualities of the music they are listening to sensibly. They play very confidently and competently in performances for their parents, as, for example, in a Christmas concert. A few pupils are beginning to play the recorder.
- 99 Most lessons with Years 1 and 2 are taught by the co-ordinator. Pupils learn very well in these lessons because of the very well developed expertise of the teacher and the rapid pace with which lessons proceed. The energetic delivery of the teacher keeps pupils interested and working very hard. The good example set in singing tunefully and clearly and in playing with style and accuracy leads to substantial gains in pupils' knowledge, skills and self-confidence. Lessons are hard work but also great fun and pupils are keen to respond to the many challenges put to them, producing high levels of creative effort.
- 100 The co-ordinator has ensured a good range of resources for the subject and has developed a corner of the hall as a music teaching area; both have a strong impact on teaching and learning. While the co-ordinator sets a very good example, other teachers do not have enough opportunities to develop their expertise through in-service training. Adult support in lessons is not always used efficiently.

## PHYSICAL EDUCATION

- 101 Pupils reach the standards expected of seven-year-olds by the time they leave school. Their achievement is satisfactory. Although there is good achievement and skill development in the lessons there is not enough time allocated to allow pupils time to further develop these skills in game playing situations. Pupils improve their skills in using a bat and ball by practising alone, in pairs and in small groups. They are able to co-operate as part of mixed gender teams. They are able to move around the hall safely without bumping into each other and are aware of how to work safely using equipment and apparatus.
- 102 In dance lessons pupils achieve well and in a Year 2 lesson using Tai Chi they select movements to illustrate an action and work with co-ordination and control. They link movements that incorporate different speeds, directions and levels. Pupils are able to improve their performance by watching others and discussing how to improve with their teachers. They are able to recognise the effects of exercise on their bodies and talk about how fast their hearts are beating, how they are breathing hard and sweating. Pupils with special educational needs are integrated into all the activities and achieve well.
- 103 The quality of teaching and learning are very good overall and lead to good achievements. Activities are well planned, with clear aims, which systematically develop skills. The activities are challenging to the pupils and they try very hard to succeed. Teachers use a variety of organisational strategies to help pupils to learn. Clear demonstrations are given so pupils know what is expected and how they can improve. There is good use made of questioning to monitor pupils' understanding. Maximum use is made of the time and resources available and a variety of activities and a brisk pace keeps interest and motivation high. Pupils work hard and become out of breath. The management of pupils is very good with high expectations of performance and behaviour. Very good relationships within the classes allow pupils to evaluate others' performances sensitively.
- 104 Pupils' attitudes to physical education lessons are very good. They work hard throughout the lessons with energy and enthusiasm. They listen carefully and respond quickly to instructions. They watch carefully when others are demonstrating work and take pride in demonstrating their work. These very positive attitudes contribute to the progress they make.
- 105 There is a good quality policy and scheme of work in place, an improvement from the last inspection. Pupils receive a broad curriculum that includes indoor and outdoor games, gymnastics, dance and water confidence skills. The dance curriculum includes dance from China and India. Year 2 pupils enjoy climbing and archery on an activity day. Accommodation is good and includes a well-maintained playing field and swimming pool. Resources are good. These contribute positively to the pupils' achievement.