

INSPECTION REPORT

GREAT COATES PRIMARY SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117905

Headteacher: Mrs A. Kay

Reporting inspector: Mrs J. A. Clarke
25509

Dates of inspection: 10 -11 July 2001

Inspection number: 192705

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Crosland Road
Grimsby
North East Lincolnshire

Postcode: DN37 9EN

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Willey

Date of previous inspection: 3-6 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Coates Primary School is situated on the Willows estate in the western suburbs of Grimsby. The school shares a large open site with a high school, adult education centre and other facilities. It is larger than most primary schools having 314 pupils (148 boys and 153 girls) compared with the average size nationally of 243 pupils. This is virtually the same since the previous inspection. Children start school in the nursery class, after the age of three, and then they move to the reception class. There are three intakes into the reception class each year. The children start in the reception class in the term in which they are five. Although the children vary in their attainment when they start school, overall their attainment is average. All pupils are of white ethnic origin. There are no pupils in the school for whom English is an additional language or who are at an early stage of learning to speak and write in English. There are 80 pupils (28 per cent) who are entitled to free school meals: this is above the national average. There are 99 pupils (32 per cent) on the register for special educational needs, which is above the national average of 23.2 per cent. Specialist support is provided for 17 pupils. There are two pupils who have statements of their special educational needs; this is less than 1 per cent, which is below the national average of 1.7 per cent.

HOW GOOD THE SCHOOL IS

Great Coates Primary School is a good school of which the parents, the community and the local education authority are justly proud. The clear educational direction provided by the headteacher, alongside the good assistance of the senior management team, with the good support of the curriculum co-ordinators and the good teaching the pupils receive helps them to achieve well. They make good progress in their learning throughout the school. By the end of the infants and the juniors the pupils achieve well in English, science and information and communication technology (ICT). The pupils show a very good enthusiasm for school and they are fully involved in all their activities. The governing body are a hard working team who bring a wide range of expertise to the school and are active in helping to run the school. The staff constantly strive to meet the school's aims and to raise standards even further. The school gives good value for money.

What the school does well

- Pupils achieve high standards in English in the juniors, writing in the infants and in science and ICT in both the infants and juniors because teaching in these subjects is good.
- Pupils have very good attitudes towards learning, work very hard, behave very well and have very good relationships with one another and staff.
- The school takes very good care of the pupils.
- Very good relationships with parents contributes to pupils' learning.
- The headteacher and staff work well as a team to make sure that the pupils learn well.

What could be improved

- Standards in mathematics.
- The preparation the pupils receive to enable them to live in a culturally diverse society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements in the areas of concern highlighted in the previous inspection in March 1997. There have been very good improvements in the way the school teaches ICT resulting in improved standards throughout the school. The school has made good improvements in the teachers' planning, which means that now teachers' plan lessons more accurately. The non-teaching staff are fully involved in the organisation and development of the school and so good progress has been made in this area highlighted for the school's development. In addition, significant improvements have been made in the standards pupils achieve in English, science and ICT. The addition of the computer suite has had a very positive impact on standards in this subject. The quality of teaching in the school has also improved and this has had a positive impact upon the way that the pupils learn.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	D	C	A	A	well above average A above average B average C below average D well below average E
Mathematics	E	C	C	B	
Science	E	A	A	A	

Standards attained by the seven-year-olds have fluctuated around average over the past four years. This is mainly because of the different number of pupils in the year groups who have summer birthdays and the number of pupils with special educational needs. The nursery class has a limited number of places and is oversubscribed, so not all the children have long in the nursery class. The reception children mostly reach the levels expected for their age. This is the result of careful planning and good teaching. There has been an overall steady improvement in standards for the older 11-year-old pupils. The school keeps a very careful track of the achievement of all the pupils and ensures that all are helped to achieve well.

The 2000 test and task results for seven-year-olds show the pupils' attainments in writing, reading and mathematics were well below the national average. This group was recognised by the school as a year with a lot of pupils who had their birthdays in the summer months and also a significant number of pupils with special educational needs; these factors had an impact on their attainment. When the 2000 national tests results for 11-year-olds are compared with similar schools, they are well above the average in English and science and above average in mathematics. There is no significant difference between the performance of boys and girls. The school keeps a close check on pupils' performance and seeks to improve standards further. The school has made steady improvements in standards in English and science but has yet to make significant improvements in mathematics.

Inspection findings show that for the current group of pupils in Year 2, standards in writing and science are above average whilst standards in reading and mathematics are average. Inspection findings show that for the current pupils aged 11, standards in English and science are well above average but standards in mathematics are below average. The school has recognised that the standards in mathematics are not as high as they should be. This particular year group of pupils has a significant number of pupils on the register for special educational needs with particular reference to their need for extra support in mathematics. Indeed, some of the pupils did not sit the test at all because it was not appropriate for them to do so. The school has begun to address the need to improve standards in mathematics throughout the school and has clear ideas to bring about improvement. Standards in ICT for pupils aged seven and 11 are above the levels expected; this is the result of very good teaching and the provision of the very good resources in the computer suite.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn and consequently work very hard in lessons. They listen attentively to the class teachers and show a lot of pride in their work.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school. They are kind, polite and welcoming.
Personal development and relationships	Relationships in the school are very good. Pupils demonstrate very good levels of respect for each other, the staff and themselves. Pupils are all keen to help with the every-day running of the school.
Attendance	Satisfactory. Pupils enjoy coming to school and are punctual. A few pupils find regular attendance difficult.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	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.

During the inspection the overall quality of teaching was good. There was no unsatisfactory teaching seen. In 19 per cent of lessons teaching was satisfactory, in 48 per cent it was good and in 33 per cent very good. Most lessons seen during the inspection were in mathematics including numeracy and in these lessons the teaching was mainly good. The teaching of English, including literacy, was good and some lessons were very good. Teaching in lessons in science and ICT were overall very good. Teaching in the Foundation Stage* was consistently good. Evidence in the pupils' books shows that the pupils respond very well to the teaching they receive and they take great pride in their work. Teachers plan lessons accurately and share their plans with the pupils so that they are clear what it is they are learning and so they learn well. Teachers ensure that lessons are interesting and

present work that is relevant to the pupils, this means that all ages and abilities of pupils are clearly well motivated to work hard. The teachers have identified the need to raise standards in mathematics throughout the school and they have begun to focus on this area of their work. Teaching in mathematics is inconsistent throughout the school with a few teachers insufficiently matching pupils' work to their particular needs. Additional training in the teaching of mathematics has been identified for improvement, to give clearer focus to the teachers' work.

*The Foundation Stage includes the nursery and the reception classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a suitable curriculum for the pupils which is relevant to their interests. This is reflected in the way the pupils approach their work. There is a wide range of activities offered to pupils outside of lessons.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported by the school. They are encouraged to work hard and achieve well by the consistent and patient help they are given by all staff.
Provision for pupils with English as an additional language	At the time of the inspection there were no pupils in the school whose first language was not English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. The school provides very good opportunities for pupils' moral and social development. Although the pupils have good knowledge of their own cultural backgrounds they lack the knowledge and experience of the cultural diversity of other communities.
How well the school cares for its pupils	The school has very good methods of keeping a check on pupils' achievement and so is able to accurately set targets for each year group.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear educational vision for the development and improvement of the school. The staff, who are dedicated and hard working, ably help her. They share a commitment to raising standards even further.
How well the governors fulfil their responsibilities	Governors are loyal, knowledgeable and supportive. They are fully involved in the long-term planning of the school. They have clear views of the school's strengths and areas for development.
The school's evaluation of its performance	The school carefully evaluates its performance. In this way it identifies where it needs to improve and considers ways of improving further. Questionnaires and meetings ensure that the school gains other views and so ensures that all are consulted about its work.
The strategic use of resources	Financial management is efficient. The school applies the principles of best value for money in many aspects of its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects children to work hard and achieve their best. • Children make good progress. • Good teaching. • That the school helps the children to become mature and responsible. • That they feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • A few parents feel that the school does not provide an interesting range of activities outside lessons.

The inspectors agree with the very positive views expressed by the parents at the pre-inspection meeting, during the inspection and through the returned questionnaires. With regard to the issue of activities outside lessons, the inspectors judge that the range of activities for the pupils is comprehensive and includes sporting, musical and craft activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English in the juniors, writing in the infants and in science and ICT in both the infants and juniors because teaching in these subjects is good.

1. Standards are high in writing in the infants and English in the juniors because the teaching is effective and enables the pupils to learn well and to achieve high standards. The teaching is consistently good and often very good. The teachers have high expectations of the pupils and themselves and, because of these high expectations, the pupils achieve well. Reading is well promoted throughout the school with pupils encouraged to read widely. A reading club at lunchtime is well supported and gives good encouragement to pupils. Speaking and listening skills are carefully developed throughout the school. The older pupils listen carefully to the teachers and give clear well considered answers to the teachers' questions. By the age of seven pupils write for a range of reasons and all the pupils' work is well presented and neat. Letters are well formed and the pupils generally punctuate their sentences well. The school has recently adopted a new handwriting scheme, which is being used consistently across the school; the effect of this new scheme of work has been to raise the standards of handwriting and the presentation of the pupils' work to a high level.
2. The school has also completely reviewed the way that literacy and story writing are developed throughout the school. This school initiative, supported by the local education authority and an independent literacy consultant, has enabled teachers to refine and improve their teaching of story writing. The benefits of this input have had a significant impact upon the standards that the pupils achieve and, as a consequence standards of writing at the age of 11 are high. Pupils use expressive language and have a high regard for the audience for which they are writing. In a pupil's story about Prince Handsome, she talks about him riding through the woods muttering *She'd better be pretty, I am sick of all this princess rescuing!* The use of interesting and often evocative language is a strength of the pupils' work. The teachers are good at setting specific writing tasks to improve this important aspect of the pupils' work. In Year 6 the pupils have analysed and rewritten the 23rd Psalm in modern language. The clarity of thought and maturity of feelings shown in this work were very profound for pupils of their age. One pupil wrote *God is my leader, I don't want anything else, He lets me have a rest: He keeps me calm, He makes me confident and strong.*
3. The seven and 11 year-olds reach high standards in science, because the teaching is very good and rooted firmly in scientific enquiry. The pupils in Year 2 have been learning about growth. They studied the growth of seeds into plants and frogs-spawn into frogs. The pupils were fascinated, as they watched the frogs-spawn develop and grow. The teachers throughout their lessons encouraged the use of correct scientific vocabulary linked to growth. The older pupils have investigated a range of ideas and questions, reflecting on whether their hypotheses are correct or not. For example, the pupils have studied the viscosity of a range of liquids, such as tomato sauce, hair gel and washing up liquid. They have also worked out a range of strategies for separating mixtures. Deciding which of their objects would float the longest and why this was so, were also problems researched by the pupils. There is an undoubted strength in the teaching of science, work is beautifully recorded and charts and graphs are used to plot results. Effective teaching results in effective learning and good achievements in lessons. This strength of learning is clearly shown in the pupils' work.

4. The seven and 11-year-olds reach high standards in ICT because the pupils and staff are becoming increasingly confident, competent and independent in the use of the computers in the computer suite. The pupils like to help each other; this enables them to learn well. This good level of co-operation was apparent in a Year 3 and 4 mathematics group when, at the end of the lesson, one of the pupils asked another if he needed help to shut down his computer. The pupils are very confident as they use the computers and the teachers use a range of effective strategies to help the pupils achieve and improve. For example, in the Year 5 and 6 class the teacher paired the pupils as they worked on the computers. The pupils were working in pairs of differing abilities and this strategy encouraged and extended the learning of the least able. The staff have a high level of expertise and are confident and secure in the use of the suite. This is because they have had good quality support from the past and present ICT coordinators. The teachers use the computers to give good help to other areas of the curriculum. For example, in the Year 3 and 4 group the pupils worked on a program on fractions in their numeracy lesson.

Pupils have very good attitudes towards learning, work very hard, behave very well and have very good relationships with one another and staff.

5. There is a clear expectation in the school that children go to school to learn and that teachers' duty is to teach and that no one has a right to stop others learning. This very clear framework provides a consistent approach throughout the school. The children start school in the nursery and reception classes with good attitudes to their work and play. They are keen to join in with the tasks prepared for them. They learn in a warm friendly atmosphere and because of this calm welcoming environment they are pleased to work hard and they try especially hard to succeed. The pupils respond in very positive ways to the help and encouragement that they receive. As a result they develop very good attitudes to their work and achievements.
6. The school fosters these positive attitudes to work. The school is active in its praise and encouragement of all the pupils. For example, in Years 3 and 4 numeracy lessons the pupils who have worked particularly hard and do particularly well have their photographs displayed alongside their work in the corridor. This recognition of their hard work makes a positive contribution to the pride shown by the pupils in their work. In this way the school is totally supportive of hard work and the pupils see the benefit of achieving well.
7. Throughout the school the presentation of the pupils' work is consistently very good. The pupils' work is always very neat and that of the older pupils is exemplary. Teachers give them plenty of help and guidance, so the pupils work purposefully and with pride. They enjoy school and rise to the challenges it offers them. Pupils talk happily about their achievements. The older pupils are particularly confident when they discuss work and school. They talk about their own expectations and those school places upon them. Parents have clear views about how the school expects the pupils to work hard and to do their best.
8. The pupils feel that they have a great deal of responsibility for the smooth running of the school. Many of these responsibilities revolve about the care and well being of the infants in the school. The older pupils organise games for the infants to play during the lunchtime breaks. They also help the infants to organise their belongings after eating their meals. All the pupils talk positively about *circle time** and feel that this is a very good occasion to sort out class and personal problems.

9. Behaviour in and around the school is very good. The pupils are all very clear about the school rules and respond in a mature and reflective manner. They recognise that the teachers are all concerned about them and want them to succeed and do well. In this secure atmosphere they feel that all the staff care for them and they are valued. Those pupils who find it difficult to behave well are very well supported by the school and good strategies enable them to achieve and to make improvements. In this environment praise and encouragement help their behaviour to improve. A parent who helped the teachers on educational visits reported that when they were away from school the high standards of behaviour and manners shown by the pupils were always praised and commented on and she found this particularly pleasing.
10. Relationships in the school are very strong. The teachers clearly know the pupils very well and encourage and help them to develop and become secure and confident in their work and dealings with one another. A very positive mutual respect is generated and this has a positive impact on the progress the pupils make.

**Circle time : in these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues that touch them all.*

The school takes very good care of the pupils.

11. The care the school takes of the pupils is a very strong feature of the school. All members of staff are dedicated to the welfare and education of the pupils. The non-teaching staff are in particular praised by the parents for their role in helping the pupils in school. Staff know the pupils very well and there is a clear understanding of mutual commitment and respect.
12. Assessments of the pupils' work are very thorough. The school has a wide range of detailed analysis which it uses very well to identify patterns of learning and trends of attainment throughout the school. For example, the school had clearly understood that the present Year 6 found mathematics difficult and had put a range of initiatives in place to help them in their work. It is clear this pinpointing of problems ensures that the school can target specific areas for extra help. The school has built in extra help for the Year 3 pupils who are recognised as having particular needs. The organising of the pupils in small teaching groups for English and mathematics and the extra help of an additional teacher is beginning to have an impact upon the levels of attainment of these pupils.
13. The school tracks the progress of individual pupils carefully and provides a clear picture of strengths and areas for development throughout the school. The attainment of boys and girls, and those pupils, who have their birthdays in the summer months, are all assessed and specific pupils and groups are targeted for additional help. The detailed and significant amounts of information gathered over recent years has enabled the school to identify and track patterns of achievement and allocate additional resources where they are needed.
14. The school has comprehensive health and safety procedures and this area is given a high priority by staff. This is a very caring school and a systematic approach to safety is evident. Thorough procedures are in place to inform parents about minor accidents and up to date medical information is sought each year to ensure that the school procedures are accurate and up to date. In this way pupils are very well cared for and looked after.

Very good relationships with parents contributes to pupils' learning.

15. All parents speak highly of the school and are impressed by the way in which it works to encourage the pupils to succeed. In the parental questionnaire the parents wrote very positively about their relationships with the school. They were clear that the school gave good help and guidance to the pupils. Parents commended the school for the high expectations of the pupils and were sure that the pupils were expected to work hard, do their best and achieve well. Parents are supportive of the work of the school and know that they are always welcome to go to school with any concern or problem they might have. They say problems are speedily dealt with and the headteacher's door is always open. The headteacher feels that two of the reasons the school is so successful are because the pupils work hard and that they are well supported by their parents.
16. The Friends of Great Coates is an active, supportive group of parents who meet weekly to organise and plan events in the school. They not only raise funds for the school but also organise social events, for example the annual fun run. Parents also assist in classes and in this way pupils benefit from the additional help that they give.
17. The school keeps in touch with parents with newsletters, questionnaires and meetings. The school recognises the vital part parents play as the school strives to raise standards even further. Recent videos made with the Local Education Authority on the subject of target setting included contributions by parents who wanted to speak about the positive impact that target setting had had upon the achievements of their children. They were very pleased by the improved standards in story writing, which were the result of this initiative.
18. Some parents have recently received training from with the Council Leisure Service as they wished to run out of school clubs. These parents have been successfully trained and are now directly involved in after school activities. The expansion of this exciting facet of the life of the school is particularly pleasing to the staff team. To encourage further development, the school has appointed a new member of staff to oversee this aspect of its work. The parents, the pupils and the school all gain from these very effective links.

The headteacher and staff work well as a team to make sure that the pupils learn well.

19. The headteacher provides clear educational direction and vision for the school and provides effective leadership. The staff are full of praise for her hard work and commitment to the school. The staff are dedicated and hard working and help her well. The headteacher is accomplished in sharing her vision for the further development of the school and in this way is developing a highly motivated and professional team. The senior management team provides effective leadership for the year teams. The strength of the school is recognised as being the quiet and purposeful way the staff help each other. The governing body feels that the staff work well as a team and it is this strength that carries forwards the whole school ethos of hard work and commitment. This pursuit of improvement and continual self-evaluation enables the school to develop a growing awareness of its strengths and areas for development. The school has concentrated on raising standards throughout the school in writing, science and ICT and in these areas it has been highly effective. Additional support and training for staff in numeracy has not yet been available and it is recognised that in this area of the school's work improvements need to be made. The school has explicit aims and values that are reflected in its daily life and work. These include a strong commitment to the social and educational inclusion for pupils of all abilities and circumstances.

20. The school works hard to constantly improve its work and the provision it makes for the pupils. Recent important steps in the school's development have been in the work of the Foundation Stage. The school has completely rethought the way the children are integrated into the life and work of the school. This review evolved from the concern to ensure a good link for the children in the reception class and to promote a seamless transition from the nursery. To achieve this and to improve the help for the youngest children has been the clear aim of this review. Now the youngest reception children and the nursery children share a large area. In this way they work alongside each other, the reception children having the comfort of familiar surroundings and the nursery children watching the development of the reception children. This challenging and exciting approach enables all to achieve well in a comfortable secure environment.
21. The governing body gives good support to the school and the headteacher. They are an enthusiastic and knowledgeable group of people who bring a wide range of expertise to the governance of the school. They each have a curriculum responsibility and monitor this area of the school's work closely. They meet regularly with the curriculum co-ordinators. The chair of governors gives good help to the headteacher and has provided staff training for the teachers on health and safety issues. Some of the governors work with groups of pupils in school and this enables them to have good insights into the working of the school. All are keen to see the school improve still further. The governing body are well-informed and fully involved in the school development planning, in this way they have a clear input into the educational direction of the school. The school development plan is an impressive document, which is rooted in school improvement and improving standards within the school.

WHAT COULD BE IMPROVED

Standards in mathematics.

22. The school has analysed the National Curriculum test results in mathematics, monitored pupils' work throughout the school and has rightly identified the need to raise standards especially in the juniors. Although the school has put some initial strategies in place to bring about improvements there is a recognition that they are at present insufficient to improve the standards of mathematics to the high standards shown by the pupils in English, science and ICT. The school has successfully implemented the National Numeracy Strategy. The implementation of this strategy is now at a pivotal stage and its effectiveness throughout the school is to be reviewed. The school rightly feels that it is well placed to provide additional training for teachers to enable them to identify areas in their own work for improvement. Monitoring by the co-ordinator, the senior management team and the headteacher has correctly identified the need for a closer match of work for the pupils in some classes. The result is that in some classes the pupils do not make enough gains in their learning and the pace of learning is not picked up beyond satisfactory. Some teachers question pupils well to gauge their understanding but this is not consistent throughout the school and means that this valuable tool is not used effectively to match work more closely to pupils' needs. In Year 1, the class teacher uses a puppet to challenge the pupils to improve their work and this strategy ensures that all the pupils try hard.
23. Overall resource materials are satisfactory in the junior classes with many of the teachers busy making their own resources. For example, in a Year 5 and 6 set the pupils were working with a set of cards made by the classteacher with one set specially

enlarged for a pupil with special educational needs. Although the pupils were engaged by the task, for some their lack of knowledge of their multiplication tables had an impact upon the amount of work they achieved. In some classes there is a lack of sufficient resources and reference materials to provide tasks to facilitate the pupils' learning and this is a limiting factor to good progress. The attendance of a small number of pupils is irregular and contributes to them not learning as much as they should. This is especially so in mathematics where pupils' learning is dependent on what goes before. The teachers go to great lengths to note which pupils are absent during the lesson and these pupils are given extra support when they return from absence. The school feels that the impact of the computer suite on pupils' learning has been significant in mathematics and this is a positive benefit for the pupils. More use of mathematical skills in other subject areas has also been identified as needing further development.

The preparation the pupils receive to enable them to live in a culturally diverse society.

24. The pupils have many good opportunities to learn about their own culture and especially the life and the culture of the local community. The children in the nursery and reception classes have recently walked around the locality of the school and Great Coates village observing carefully the buildings. These observations have enabled the children to recognise common features in both areas. The older pupils have been studying the ancient tales of Beowulf. Through the study of this gruesome and exciting story has developed a clear understanding of how this ancient saga paints a picture of life in this time so many years ago. The parents recognise the good work the school does in giving the pupils a sense of identity with the locality. The pupils' appreciation of the cultural and ethnic diversity of the wider society is less well developed. Through art, geography, religious education and music there is some awareness of cultural differences. For example, the pupils have studied and reproduced some Aboriginal art.
25. The pupils in Years 3 and 4 are at present studying life in a village in India and they find this research intriguing and interesting. Although some multi-cultural aspects are identified in other curriculum areas there is no overarching plan for the pupils' cultural development. The school misses opportunities to help the pupils to develop their understanding of the contributions of people from minority ethnic backgrounds to modern British society. The governors are rightly aware that these important sensitive issues need to be addressed carefully within the school curriculum. They are committed to develop and extend still further the very good care the school takes of the pupils to ensure that the pupils have a sympathetic and enlightened curriculum to develop this multi-cultural aspect of their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- Improve the pupils' attainment in mathematics by:
 - providing more training for the staff;
 - ensuring that pupils' work is carefully matched to their individual needs;
 - developing links with other subjects in the curriculum;
 - providing more resources to support teaching.

(see paragraphs 19, 22 and 23)

- Increase pupils' understanding of the rich cultural and ethnic diversity of the wider society by:
 - incorporating activities that promote the cultural and ethnic diversity of the wider society into teachers' planning.

(see paragraphs 24 and 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	48	19	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	288
Number of full-time pupils eligible for free school meals	0	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	20	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	16
	Girls	14	14	14
	Total	27	27	30
Percentage of pupils at NC level 2 or above	School	75 (90)	75 (88)	83 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	12
	Girls	16	14	13
	Total	29	28	25
Percentage of pupils at NC level 2 or above	School	81 (90)	78 (88)	69 (93)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	27	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	17
	Girls	24	22	25
	Total	41	37	42
Percentage of pupils at NC level 4 or above	School	89 (79)	80 (76)	91 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	22	21	23
	Total	37	36	38
Percentage of pupils at NC level 4 or above	School	80 (74)	78 (76)	83 (90)
	National	70 (68)	72 (69)	79 (75)

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	288
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3.4
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

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	1	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.

Financial information

Financial year	2000/01
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	£
Total income	640558
Total expenditure	603649
Expenditure per pupil	1893
Balance brought forward from previous year	50846
Balance carried forward to next year	87755*

** Money has been allocated by the governing body for ICT equipment and to maintain staffing levels as the school's role is decreasing.*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	314
Number of questionnaires returned	114 (36.3%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	1	3	0
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	52	40	3	1	4
My child gets the right amount of work to do at home.	46	43	7	2	2
The teaching is good.	75	23	2	0	0
I am kept well informed about how my child is getting on.	55	37	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	0	1
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	47	48	4	0	1
The school is well led and managed.	61	34	2	0	3
The school is helping my child become mature and responsible.	56	42	2	0	0
The school provides an interesting range of activities outside lessons.	44	39	9	2	6

Other issues raised by parents

Four parents made additional comments on their questionnaire but there was no common theme to these comments.