

# **INSPECTION REPORT**

## **BRUMBY JUNIOR SCHOOL**

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117746

Headteacher: Mr B Crowther

Reporting inspector: Ms A Grainger  
20782

Dates of inspection: 3<sup>rd</sup> – 7<sup>th</sup> April 2000

Inspection number: 192956

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

© Crown copyright 2000

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

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Queensway Scunthorpe North Lincolnshire
Postcode:	DN16 2HY
Telephone number:	(01724) 865644
Fax number:	(01724) 865644
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Davey
Date of previous inspection:	20 <sup>th</sup> – 24 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms A Grainger	Registered inspector	Music	The characteristics and effectiveness of the school The school's results and achievements Teaching and learning Leadership and management
Mr C Farris	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Miss W Burke	Team inspector	Art Design and technology	Quality and range of opportunities for learning
Mrs J Denton	Team Inspector	Mathematics Information technology History	
Mrs S Handford	Team Inspector	English Geography English as an additional language Equal opportunities	
Mr M James	Team inspector	Science Religious education Physical education Special educational needs	

The inspection contractor was:

PPI Group Limited  
7 Hill Street  
Bristol  
BS1 5RW

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

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

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12 - 13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16 - 19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20 - 21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22 - 25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26 - 36</b>

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	463	(much bigger than many other primary schools)
Pupils with English as an additional language:	0.6%	(low)
Pupils known to be eligible for free school meals:	21.16%	(broadly average)
Pupils on the register of special educational needs:	25.92%	(above average)
Average class size:	28.9	

The school, which takes pupils aged seven to eleven, is situated near the centre of Scunthorpe. It is bigger than at the time of its last inspection in January 1997. Eighteen pupils have statements of special educational need. The percentage of pupils from ethnic minority groups (2.16 per cent) is low for primary schools. Considering the intake as a whole, pupils' attainment on entry to the school is broadly average. Pupils' achievements on entry to the school have improved in recent years, with those of the present Year 3 being better than those of the pupils now in Year 6.

### HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. Standards at the age of eleven are well below average in English and are below average in mathematics and information technology. Nevertheless, they are rising in mathematics and information technology, although English standards are not improving well enough. Science standards have risen steadily since the school was last inspected and are now average. The quality of teaching is satisfactory. The overall leadership and management of the school are satisfactory, as is the value for money provided.

#### What the school does well

- The headteacher, well supported by the deputy, provides clear and determined leadership.
- Pupils respond well to the school's high expectations of attitudes and behaviour.
- Pupils of the same age work and play well together and get on well with adults.
- Pupils with special educational needs are given effective support and they make good progress.
- Expenditure is well planned and targeted at improving resources for learning.

#### What could be improved

- Standards are well below average in English and below average in mathematics and information technology, when pupils leave the school at the age of eleven.
- There are not enough opportunities for older pupils to take responsibility or for pupils of different ages to mix.
- Higher attaining pupils are not sufficiently challenged to achieve their best.
- The governing body is not well enough involved in shaping the direction of the school or in checking how effective it is.

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

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

The school's progress with improvement since its last inspection in January 1997 has been satisfactory. Although there is still work to be done in rectifying the weaknesses identified at that time, much effective action has been taken. Standards of attainment have improved in mathematics, science, art, design and technology, geography and music. There has not been sufficient improvement in English standards and further improvement is necessary in mathematics.

The overall quality of teaching and learning has improved significantly across the school. Teachers have improved confidence and expertise in teaching the subjects of the National Curriculum. Policy and guidance materials for all subjects have been developed and are giving satisfactory support to teachers in planning lessons. Updating of these materials is currently underway. While the school is setting targets for improved standards in English, mathematics and science at the age of eleven, there is no adequate target setting for the improvement of pupils' individual performance as they move up through the school. Considerable further action is needed to improve the teaching of

English.

Systems for checking and evaluating the effectiveness of teaching and the curriculum have been extended to involve the deputy headteacher, although there continues to be too great an onus on the headteacher. The systems in place are not fully effective still, as they have not identified the weaknesses in the provision for literacy.

There has been satisfactory improvement of resources for learning and the necessary attention has been given to the development of resources for information technology. This is a continuing area of development. The school has also improved its provision for pupils with special educational needs, which is now good. The provision for pupils' social development is not as good as at the time of the last inspection.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>  well above average    A above average        B average                C below average        D well below average    E
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	E	D	
mathematics	E	E	D	C	
science	D	D	D	C	

The table above shows that pupils' results in 1999 were well below the national average in English, and below the national average in mathematics and science. When compared with the results achieved by schools with pupils from similar backgrounds, they were below average in English, but broadly average in mathematics and science. Results in all three subjects rose in 1997 after the last inspection and they have continued to improve in mathematics and science. There is not enough improvement in English results. When all three subjects are taken together, the improvement in the school is broadly in line with the national trend. When viewed as separate subjects, the improvement in English is below the national trend. The school's targets for improvement in English, mathematics and science are insufficiently ambitious for the percentages expected to achieve the standard of most eleven year olds. The school exceeded its targets in 1999.

Standards in information technology are below those expected nationally at the age of eleven. This is because these pupils did not have the benefit, until two years ago, of the resources offered by the new computer room. In religious education, pupils achieve standards in line with the expectations set in the locally agreed syllabus. In all other subjects, pupils' work is of the standard expected for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated and enjoy their lessons.
Behaviour, in and out of classrooms	Good. Behaviour is usually good in lessons. It is only occasionally unsatisfactory when there are weaknesses in the teacher's management of the pupils in one Year 6 class. Pupils behave well about the school and when at play. They are courteous and polite.
Personal development and relationships	Satisfactory. Pupils have good relationships with each other and adults. They respond satisfactorily to the limited opportunities provided for them to take initiative and show personal responsibility.
Attendance	Unsatisfactory. Attendance dipped in the 1998 to 1999 school year and was below average. It is better for the current school year. Unauthorised absence in 1998 to 1999 was below average.

Pupils' good attitudes to school, usually good behaviour and positive relationships all contribute to the effectiveness of their learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Satisfactory

*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.*

76 lessons were seen during the inspection. Of these, 95 per cent were satisfactory or better, including 34 per cent where teaching was good. No lessons were judged to be very good. Teaching was unsatisfactory in five per cent of lessons. The overall teaching of English is unsatisfactory, with 12.5 per cent of literacy hour lessons being unsatisfactory. Teaching in all other subjects is satisfactory. The teaching of the basic skills of literacy and numeracy is satisfactory. The weaknesses in the teaching of English are in the wider areas of provision and result from the inconsistent implementation of the National Literacy Strategy. Pupils' learning is satisfactory in all subjects except English. There is good teaching of pupils with special educational needs in small groups. There is too little challenge for higher attaining pupils and those who are the better performing pupils in their English and mathematics classes.

## OTHER ASPECTS OF THE SCHOOL



Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is appropriately broad and balanced, although too few opportunities are provided for independent group work. Pupils' experiences in English are restricted by the inconsistent implementation of the National Literacy Strategy.
Provision for pupils with special educational needs	Good. There are clear and effective procedures for the identification and assessment of pupils with special educational needs. Pupils are provided with suitable work that takes account of their needs. Their individual education plans are reviewed termly.
Provision for pupils with English as an additional language	Satisfactory. The school is aware of the needs of these pupils and ensures that they have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Unsatisfactory. Satisfactory provision is made for pupils' spiritual, moral and cultural development, but the provision for their social development is unsatisfactory. There is no planned provision for the development of pupils' initiative and personal and social responsibility.
How well the school cares for its pupils	Satisfactory. There are good procedures for the promotion of positive behaviour and good care is shown for pupils with special educational needs. Not enough attention is given to the needs of higher attaining pupils.

The school's partnership with parents is satisfactory and parents are supportive of most things the school does. There are good links with the infant and comprehensive schools, which contribute positively to pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, well supported by the deputy, is keen to raise standards. The year co-ordinators make a satisfactory contribution to the day-to-day management of the school. The subject co-ordinators fulfil their responsibilities satisfactorily, although their roles are limited.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body is not well enough involved in the management of the school and does not have adequate independent strategies for gaining information or checking how well the school is doing.
The school's evaluation of its performance	Satisfactory. There is satisfactory evaluation of teaching and action is taken to bring about improvements where necessary. The school analyses its performance in national tests and the identification of weaknesses has brought about improvement in science. The monitoring of the school's literacy strategy has not been effective.
The strategic use of resources	Satisfactory. Financial planning is thorough. Satisfactory use is made of all the resources available to the school. Specific grants are used properly for their intended purposes.

The school has sufficient teachers, support staff, accommodation and resources to meet the demands of the curriculum. The school's application of the principles of best value to its work is satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children make good progress.</li><li>• Teaching is good.</li><li>• Expectations are high.</li><li>• Their children like school.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework their children receive.</li><li>• The information they are given on their children's progress.</li><li>• How well the school works with parents.</li><li>• The range of activities outside lessons.</li></ul>

Inspectors agree that pupils are happy at school. The overall quality of teaching is satisfactory and pupils make satisfactory progress. Expectations of standards of work are not high enough for the most capable pupils. The amount of homework provided and the information given to parents on their children's progress, are both satisfactory, as is the partnership with parents. A satisfactory range of activities outside lessons is provided.

## **PART B: COMMENTARY**

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

#### **The school's results and achievements**

1. Pupils' results in the 1999 end of Key Stage 2 National Curriculum tests were well below the national average in English and below the national average in mathematics and science, based on the average of all the scores achieved. The percentage of pupils reaching the level expected of most eleven year olds was close to the national average in mathematics, but it was well below the national average in English and science. In mathematics and science, the percentage of pupils reaching a higher level was close to the national average, but, in English, it was well below the national average. Pupils' achievements were better in mathematics and science than in English. As well as fewer pupils reaching the higher level in English, more were working at levels below that expected of most eleven year olds than in mathematics and science. Mathematics results were below average, overall, because the percentage of pupils achieving at levels well below that expected of most eleven year olds was higher than nationally. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was below average in English and close to the average in mathematics and science.
2. The 1996 test results, which were the most recent at the time of the last inspection, showed standards of attainment as much lower in English, mathematics and science than in 1999. In 1997 there was a marked improvement in the test results in all three subjects. Since then, there has been further improvement in pupils' performance in mathematics and science, but English results have not improved at the same rate. The overall trend of improvement in the school is broadly in line with the national trend, when all three subjects are taken together. In viewing the subjects separately, the school's improvement in English since 1997 is slower than the national trend, on the basis of the average points score. Girls have done better than boys in the tests in recent years, especially in English.
3. The school is setting targets for improvement in standards in English, mathematics and science at the end of Key Stage 2. The targets for results this year are unambitious when viewed in relation to those achieved in 1999. The targets for 1999 were exceeded in all three subjects. The attainment of the present Year 6 on entry to the school was lower, however, than that of the year group that took the tests in 1999.
4. The evidence of pupils' school work shows that this year, in Year 6, standards in English are still well below average. In mathematics, they remain below average because there is too little targeting of lower attaining pupils to improve their rate of progress. In science, there is further improvement and standards are average. Standards continue to be so low in English because of inconsistencies in the school's implementation of the National Literacy Strategy, which means that higher attaining pupils in particular are not receiving the challenge they need. The greatest area of weakness is in pupils' writing. The improvement in science is the result of the school's careful analysis of pupils' performance in last year's tests. This led to the identification of deficiencies in pupils' attainment and effective action being taken to eradicate them. In particular, there is improvement in pupils' knowledge and understanding of scientific language.
5. By the age of eleven, pupils have the expected skills in speaking and listening. Pupils give clear answers to teachers' questions, for example, about stories they read together as a class and are confident in expressing opinions. Reading standards are lower than those normally found for pupils of this age. Many pupils read confidently and fluently. Lower attaining pupils and those with special educational needs, have satisfactory strategies, including phonic skills, for tackling unknown words. Pupils do not, however, have the expected skills of comprehension or the usual competence in using books for research. Pupils have a satisfactory understanding of writing for different purposes, but they do not sufficiently use language to create atmosphere, for example through the use of similes, in longer imaginative pieces of writing. Although higher attaining pupils organise their writing in paragraphs and use punctuation correctly, many other pupils do not. Many do not use punctuation consistently or spell frequently used words

accurately. Most pupils' handwriting is well formed, but it is not always joined. Standards in English, especially in writing, are a significant concern.

6. At the end of Key Stage 2, most pupils carry out calculations to five and six digit numbers and round up numbers to six thousand. A few higher attaining pupils use larger numbers, but a significant minority of lower attaining pupils work with numbers up to one thousand only. In mental calculations, most use the four rules of number competently, although lower attaining pupils are less confident in using multiplication and division than is normally expected. Most pupils use decimals to two places, convert fractions to decimals, read co-ordinates in four quadrants and have the expected understanding of probability. Lower attaining pupils read co-ordinates only in the first quadrant and their understanding of probability is less secure. Pupils' overall understanding of shape, space and measure is better developed, with the gap between the performance of the significant minority of lower attaining pupils and the others being narrower. Most pupils handle data and solve mathematical problems of varying complexity.
7. By the age of eleven, in science, most pupils have the expected knowledge and understanding of life processes and living things, materials and their properties and physical processes. Pupils' understanding of sound, as part of the physical processes aspect, is less well developed, with many unable to explain the difference between pitch and loudness. Most pupils use correct scientific language, explain their investigations and understand the concept of a fair test, but a minority of lower attaining pupils have less understanding of this aspect of science.
8. The standard of pupils' work in information technology is lower than that expected nationally by the age of eleven. The main reason for this is that the resources the school now has to support pupils' learning as they move up through the school were not available when these pupils were in Years 3 and 4. As a result, pupils have not been provided with the experiences necessary to develop the skills expected by the age of eleven. Pupils control a robot toy and make repeating patterns on the computer screen, but they cannot control sound or light at the expected level. Their understanding of the application of technology in the modern world is very limited. Pupils have too few skills in using the computer for interpreting data or making decisions, such as through the use of adventure programs. Standards of word processing are closer to those normally found at this age and pupils are confident in making changes such as to the size of the text. They add pictures to text with help from an adult. Pupils use CD ROMs successfully to find information. Information technology standards at the end of the key stage were also too low when the school was last inspected. The attainment of pupils lower down the school, who have had the benefit of the computer room, is better.
9. Standards of literacy and numeracy, when used in other subjects, are too low in Year 6. In the lower years they are better. Pupils apply and develop literacy skills in subjects such as history and numeracy skills in subjects such as science. Pupils' skills in using information technology, for example, to support data handling in mathematics, are lower than expected.
10. Standards in religious education at the end of Key Stage 2 are in line with those set in the locally agreed syllabus, as at the time of the last inspection. Pupils have the expected knowledge and understanding of some of the principal world religions and are aware of some of their similarities and differences. They understand the importance of community life and confidently discuss issues relating to human emotions.
11. Overall standards in art, design and technology, geography, history, music and physical education are similar to those normally found for pupils at Key Stage 2. In design and technology, skills in planning, making and evaluating are less well developed in relation to the age of the pupils in Year 6 than they are in Years 3, 4 and 5. In the one music lesson seen in Year 6, the standard of singing was poor. In Year 3, in contrast, singing is good. Standards in history and physical education are similar to those found at the time of the last inspection. In art, design and technology, geography and music there is improvement, standards having been found to be too low when the school was last inspected. The improvement is largely due to the development of schemes of work to support teachers in planning lessons.
12. Pupils' attainment on entry to the school has risen steadily in recent years. Those now in Year 6 entered with significantly lower achievement than those in Year 3. An above average

percentage of present Year 3 pupils achieved a higher level than that expected of most seven year olds in the end of Key Stage 1 tests. Even allowing for the Year 6 pupils' lower level of attainment on entry to the school and the many pupils who have entered or left the school in this year group, their progress in English and information technology has been unsatisfactory. In all other subjects progress has been satisfactory.

13. Pupils with special educational needs make good progress towards the targets set for them. This is because they receive good levels of support when they are taken out of class for intensive teaching. Support is also good in some class lessons, such as in the lower set in Year 3 for English. In many other class lessons, support is satisfactory. The significant number of pupils who are lower attaining in mathematics, but are not specifically identified as having special educational needs, make only adequate progress. Higher attaining pupils do not make sufficient progress because too little attention is paid to providing them with the challenge they need. The few pupils with English as an additional language achieve standards in line with those of other pupils and many of them are in the higher sets for English and mathematics. Those at an early stage of English language acquisition make satisfactory progress because their needs are recognised and they are given the necessary support.

### **Pupils' attitudes, values and personal development**

14. Pupils have good attitudes to their work and are well motivated. They enjoy their lessons and are keen to learn. They settle quickly to work and concentrate well, even when not directly supervised. They particularly enjoy new challenges such as in their information technology work in the computer room. Pupils respond enthusiastically to practical activities such as making a box for Easter eggs in design and technology in Year 4. They participate readily in discussions, gaining confidence as they air their views. When required, they work together in class co-operatively in pairs and groups, such as when researching aspects of Victorian life in Year 5, although opportunities for independent study are limited.
15. The behaviour of pupils, in classrooms and about the school, is good, overall. Pupils are respectful of property, treating books and equipment with due care. They have a well-developed sense of right and wrong and know the rules well. They understand the importance of good behaviour if they are to learn effectively. During the inspection, behaviour was unsatisfactory in only one lesson when the teacher did not use appropriate strategies to maintain good order and the lesson content did not interest the pupils. Behaviour at lunchtime is good. Pupils queue up in an orderly way and meals are a pleasant social occasion. Behaviour on the playground is for the most part also good. Occasionally it is robust and pupils wishing to play quietly can find it difficult to get away from football games. No oppressive behaviour was seen during the inspection and most pupils and parents do not see it as a particular problem. There have been nine temporary and one permanent exclusions during the current school year which is higher than at the time of the last inspection. These are all linked to the school's management of a small group of boys in Year 6 whose behaviour is not good enough and disrupts the learning of other pupils.
16. Relationships are good among pupils and between pupils and adults, although there is little opportunity for pupils of different ages to mix. Within their year groups, pupils support each other well and are patient and understanding of those with special educational needs. They help each other willingly if work is difficult, for example in the 'lower' Year 3 mathematics class. Those with experience of computers at home in one Year 6 class support those with less experience readily. Pupils are polite, cheerful and helpful and show an interest in everything that is going on. They are sensitive to the needs of others and are quick to help a classmate who is upset or has been hurt at playtime. There is a pleasant and friendly atmosphere within the school which both pupils and staff enjoy.
17. There are limited opportunities for pupils to take responsibility. Such responsibilities as there are, mainly for the older pupils, are undertaken willingly and conscientiously. Duties include library and reading area monitors, physical education store monitors and running the tuck shop at break time. Pupils show initiative in organising their own fund-raising activities in the summer and as part of the Christmas Fair.

18. Attendance during the last reporting year was 93 per cent, which is below the national average and is unsatisfactory. Unauthorised absence is below the national average. Attendance dipped in the 1998 to 1999 school year due to illness, falling to below average for the first time since the last inspection when it was broadly average. Attendance for the current year is better and is running in line with the national average for 1998 to 1999. Punctuality is satisfactory and lessons start on time.
19. Pupils are happy at school. Their good attitudes and relationships, as well as their usually good behaviour all contribute to the effectiveness of their learning and the standards they achieve.

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

20. The overall quality of teaching and learning is satisfactory. Teaching is at least satisfactory in 95 per cent of lessons and it is good in 34 per cent of lessons. There is unsatisfactory teaching in five per cent of lessons. Teaching is satisfactory in all subjects except English. During the inspection, 12.5 per cent of literacy lessons were judged to be unsatisfactory. The wider inspection evidence, including the work in pupils' books, shows many shortcomings in the teaching. These largely result from the inconsistent implementation of the National Literacy Strategy. There is some unsatisfactory teaching of design and technology and music in one Year 6 class. The good teaching is spread throughout the school, with examples of good teaching in all subjects except information technology. The overall quality of teaching has improved considerably since the last inspection when 28 per cent of lessons were judged to be less than satisfactory.
21. The teaching of pupils with special educational needs in small groups taken out of class is good, and supports them in making good progress. There is also some good teaching of these pupils in class lessons where intensive support is provided. At other times it is satisfactory. The teaching of pupils at an early stage of English language acquisition is satisfactory, because the teacher recognises and takes account of their specific needs.
22. Where teaching is most effective, teachers have good subject knowledge and are very sure about what they want pupils to learn. This gives a clear focus to the lesson. In good mathematics lessons, objectives are shared well with pupils. As a result, pupils have good knowledge of their learning and understand the purpose of the activities. There is also a good level of involvement of pupils in the most effective mathematics lessons, for example in demonstrating methods of calculation on the board. In good lessons, teachers question pupils well, requiring them to think carefully, such as about the content of stories read together in English. In the 'lower' class for English in Year 3, pupils make good gains in their learning because the questioning used by the class teacher and other staff present to support those with special educational needs, is very clear and precise and matched closely to pupils' differing needs. In all good lessons, full use is made of the time available to support pupils' learning and the brisk pace of the lesson keeps all pupils fully involved. This was evident in a Year 3 music lesson which was packed full of exciting practical activities that built well on pupils' prior learning. In good lessons, pupils are encouraged to have some responsibility for their learning, for example, researching in groups and making presentations to the class in a Year 5 history lesson.
23. In satisfactory lessons, teachers have secure subject knowledge and, in mathematics, this includes understanding of the National Numeracy Strategy. In music, many teachers lack confidence, but most are successful in delivering satisfactory lessons, although there is too much reliance on recorded radio programmes. Most teachers manage pupils well in lessons and this contributes to pupils' good attitudes to learning and their good interest and involvement in activities. In practical activities in subjects such as art, design and technology and science, teachers are usually well organised which results in the lesson time being used satisfactorily for pupils' learning. Teachers are effective in using the correct language in science and mathematics. This helps pupils to develop their understanding and, in science, the emphasis on this has been a main factor in raising standards. The planning of lessons is satisfactory, overall, and clear and careful planning contributes to the effectiveness of teaching and learning. Teachers satisfactorily take account of pupils' response and standard of work in one lesson in planning the work for the next lesson. In this way, there is satisfactory development of pupils'

knowledge, understanding and skills. In science lessons, teachers provide helpful demonstration for practical work. In physical education lessons, teachers use pupils to provide exemplars of good work, but they often miss opportunities to develop the pupils' learning further by discussing the exemplars. Good use is made of artefacts in religious education and history lessons to help pupils develop their understanding of world faiths and past times.

24. In many lessons in English, mathematics, geography, history and music, there is too little challenge for higher attaining pupils. This means that their progress is restricted and they do not achieve at the standard of which they are capable. Where classes are formed on the basis of prior attainment, in English and mathematics, pupils performing at a higher level than most of their class are not always given more demanding work. This is not only the case in the 'top' class in a year group, but also in some of the other 'lower' classes. In English, because not all teachers have implemented the organisation and structure of the National Literacy Strategy, the situation is further exacerbated. In some large 'top' English classes, such as in Years 5 and 6, there is far too little recognition of pupils' individual needs. Those who are higher attaining are not pushed to achieve more. Many teachers are not sufficiently secure in their understanding of the National Literacy Strategy. This is most unsatisfactory and it is a serious concern, especially considering that the strategy has been in operation for five terms. Throughout the school, the marking of pupils' work is inconsistent. While it is marked regularly, not all teachers provide enough guidance to pupils on how they might improve their work. This is especially evident in English, science, religious education and design and technology.
25. Other weaknesses in English lessons include a lack of pace. In some lessons, such as in the 'top' class in Year 6, there is far too much use of comprehension and grammar exercises without pupils being given the opportunity to transfer skills to their own independent writing. Sometimes questioning requires only short answers, and there are missed opportunities to develop pupils' skills of discussion. Although many English lessons satisfactorily meet their objectives and pupils make satisfactory progress within them, the range of activities provided is too limited to ensure that all pupils make the progress of which they are capable. These weaknesses were also present in some English lessons at the time of the last inspection and they have not been rectified.
26. Where teaching is unsatisfactory in design and technology and music in one Year 6 class, the teacher does not have sufficient subject knowledge to adequately develop pupils' understanding and skills. In the unsatisfactory music lesson seen, there were weaknesses in the management of a small group of badly behaved boys, which resulted in the poor attitudes of these pupils spreading to others in the class. Where English lessons are unsatisfactory in one Year 3 and one Year 6 class, the pace is too slow, introductions are too long, there is too little time for pupils to practise what they have been taught and pupils' ideas are not developed. In these lessons, pupils' learning was unsatisfactory.

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

27. The curriculum is satisfactory, overall, and is appropriately broad and balanced. There are some weaknesses, however, in the breadth and balance of individual subjects. The inconsistent implementation of the National Literacy Strategy results in pupils in many classes not having adequate access to the guided group reading and writing element of the literacy hour. There is also a weakness in the provision for the control technology aspect of design and technology, because the school has not had the equipment needed to provide these particular learning opportunities. The absence of suitable software restricts the opportunities provided for pupils to develop an understanding of the application of computers in the modern world. These omissions in the learning opportunities provided restrict pupils' progress and the standards they achieve. They also limit the effectiveness of pupils' preparation for the next stage of their schooling. This is further compounded by the lack of opportunities for independent group work in literacy lessons and across the curriculum more generally.
28. Time allocations are adequate for all subjects. Policies and schemes of work are now in place for all subjects, rectifying a weakness found at the last inspection. These documents provide satisfactory guidance to teachers in planning lessons, so ensuring better continuity in the

development of pupils' knowledge, understanding and skills as they move up through the school. The result is the improvement of standards of attainment in mathematics, science, art, design and technology, geography and music. Planning in year groups ensures curriculum coverage. There is still, however, inconsistency in teachers' interpretation and delivery of the planned curriculum in art, and design and technology. The National Numeracy Strategy is satisfactorily implemented across the school.

29. All pupils, including those with special educational needs, or English as an additional language, have equality of access to the subjects of the National Curriculum and religious education. A number of pupils with special educational needs miss their entitlement to attend assemblies and hymn practice, because they are taken out for additional support. While the support is important, it is unsatisfactory that they are missing opportunities for other aspects of their learning, such as their spiritual development.
30. The provision for pupils with special educational needs is good. Clear procedures are in place, and they follow closely the Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are at Stage 2 and beyond on the school's special educational needs register. These are of good quality and are reviewed termly. Pupils with statements of special educational need receive the provision they are entitled to in line with the requirements of their statements. Pupils with special educational needs are supported in making good progress through the provision of work matched to their needs.
31. Satisfactory provision is made for pupils' personal and health education. Issues of drugs awareness and sex education are covered within science. Year 4 and 5 pupils have a special lesson termed 'answers' which deals well with issues such as personal targets for learning and allows pupils time to reflect and question topics relevant to their lives. This benefit does not extend to Years 3 and 6. The provision for pupils' spiritual, moral and cultural development is satisfactory, although provision for their social development is unsatisfactory. This represents a decline since the last inspection. Spiritual development is promoted by acts of collective worship and through religious education. Pupils have opportunity for reflection as they listen to and recite prayers. They are taught the values and beliefs of the Christian and other faiths during religious education lessons. Links with the local church, including lessons taken by the vicar, for example to prepare Year 3 pupils for Easter, make an effective contribution to pupils' spiritual development. There is little planned provision for pupils to experience a sense of awe and wonder, such as in the study of the natural world.
32. Pupils' cultural development is supported well by visits to places of historical interest, but there is no opportunity for them to visit an art gallery. Multi-cultural understanding is promoted effectively in religious education lessons and within art and food technology. The school clearly teaches pupils the difference between right and wrong. The moral teaching in assemblies helps pupils to develop a clear set of values. Pupils' social development is less well supported. There are too few opportunities for the younger and older pupils to meet socially, and to develop initiative by taking responsibility. There are, for example, no opportunities afforded through a school council, or activities which involve older pupils in caring for younger ones. Many of these initiatives were previously in place, but have been lost as the emphasis has been on the development of other areas. Group work within physical education and science lessons promotes good social development, but this kind of organisation is not a regular feature of pupils' experience within the school day.
33. There is satisfactory provision for extra-curricular activities. Activities include computer club, choir, cross-country running, football and netball. A wide range of visits takes place to enrich the curriculum, for example to the Tudor hall at Gainsborough and some Year 6 pupils go on a residential visit to Whitby. School productions for each year group are a feature of the school year. All these activities satisfactorily contribute to the pupils' personal development, as well as to their learning in subjects such as religious education, history and geography. The school has good links with the infant and comprehensive schools, which make a positive contribution to pupils' learning.

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



34. The school provides satisfactory care for its pupils, reflecting a similar picture to that reported at the last inspection. At a practical level, the school is a warm and friendly place in which pupils are happy and secure. The pastoral support provided by all staff is good and pupils feel able to talk to them about any worries they may have. The relationship between adults and pupils is relaxed. There is good care for pupils with special educational needs and satisfactory account is taken of the needs of those with English as an additional language. Insufficient account is taken of the needs of higher attaining pupils and those who are the better performing pupils in their 'setted' classes for English and mathematics.
35. Pupils' attainment is assessed on entry to the school through commercial reading and mathematics tests. The information gained is used, in conjunction with end of Key Stage 1 test results, to allocate pupils to English and mathematics classes. There are satisfactory procedures for assessing pupils' attainment and progress in all subjects as they move up through the school, except in art. The procedures used are consistent throughout the school. This is an improvement since the last inspection. Although procedures are in place for art, they are not a satisfactory tool for identifying pupils' attainment and progress.
36. Information gained from assessment is used satisfactorily to guide curricular planning except in art, music and physical education. Pupils' academic progress is adequately monitored through half termly assessments in English, mathematics and science. Adequate use is made of information from these assessments to set class targets in English. These take account of three levels of pupils' performance in each of the 'setted' classes. Reading records are updated regularly and include targets to be met. The school does not have any procedures in place for the setting of individual targets for pupils and the need for this was identified at the last inspection. Assessments at the end of the school year are used appropriately to monitor pupils' overall progress and to move pupils between 'setted' classes in English and mathematics. There is, however, too little analysis of the assessment information available for English to target areas for improvement. This is better undertaken in mathematics and science where areas of weakness in pupils' performance are targeted effectively. Although teachers know their pupils well, there are no formal procedures for monitoring personal development. Pupils do not, for example, have a personal record of achievement from which to review or make decisions about their learning.
37. Satisfactory procedures are in place to ensure pupils' safety and wellbeing. A satisfactory child protection policy follows the local area procedures and there is a designated teacher who has had relevant training. All staff are briefed well and are made aware of any concerns. The management of health and safety is satisfactory and an appropriate policy is in place. An annual safety inspection involving a team of staff and governors takes place and risk assessment is properly carried out. A fire drill takes place each term, but the fire alarm is not tested weekly as it should be. This omission is unsatisfactory. The testing of fire extinguishers and portable electrical appliances are both up to date. First aid procedures are satisfactory. Accidents are recorded and, when bumps to the head are involved, parents are notified in writing. Detailed records are kept for pupils taking specific medication.
38. The school's monitoring of attendance is good and the headteacher is active in promoting the importance of attendance. Although attendance dipped in the 1998 to 1999 school year, the procedures in place have helped to return attendance so far this school year to a better level. A computerised system is used effectively to summarise details of absences. Any unexplained absences are followed up properly, with involvement of the education welfare officer where relevant. Behaviour management is also good. An effective policy is reinforced by a good system of rewards and sanctions that are well understood by the pupils. Staff have high expectations of pupils' behaviour and provide good role models for them. Some teachers, however, do not have a full range of strategies to enable good order to be maintained and occasionally behaviour in lessons is unsatisfactory. This disrupts the learning of the class. The school has effective procedures for eliminating aggressive and oppressive behaviour. The number of pupils excluded during the current year indicates that the school has taken a firm stance against any unruly behaviour and the relative calm seen during the school day is evidence that this approach has been successful. Midday supervisory staff maintain good order and provide good support during lunchtime on the playground. This has a positive effect on behaviour and safety.

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

39. The school has a satisfactory relationship with parents and this has a beneficial impact on pupils' learning. This is a similar picture to that found at the time of the last inspection. Parents are supportive of most things the school does. They find the school easy to approach and see their children liking school, being well looked after, and making good progress. Twenty-three per cent of those responding to the questionnaire are not so happy about the information provided about their children's progress. Thirty-one per cent of responses expressed concern at the range of extra-curricular activities and 35 per cent about the amount of homework provided. The inspection findings support parents' positive views, although pupils' progress is satisfactory overall rather than good. Inspectors judge the range of extra-curricular activities to be satisfactory. Homework is satisfactory in quantity and range.
40. Information provided for parents is satisfactory, overall, with some strong points. There is a half-termly school newsletter, and the headteacher circulates diary details and other information as necessary. Details on the curriculum to be covered are not sent out and those attending the parents' meeting indicated that this is something they would like to have. The prospectus and governors' annual report are both informative, but the annual report omits a number of items that are statutory requirements. Pupils' annual reports are good and provide relevant information about attainment and progress. The reports include precise details of the pupils' reading age, which is a detail of interest to parents. Arrangements for parents' consultation evenings are also good, with parents able to meet teachers from their child's class and maths and English classes. The school provides satisfactory information for parents on ways of supporting their children's learning at home.
41. Parents make a satisfactory contribution to their children's learning and to the life of the school. A significant number of parents help in the classroom, on visits and with other activities such as cycling proficiency. They provide valuable support, which the school could not otherwise afford. Parents help with extra-curricular activities, taking teams to matches and leading the school choir. They help pupils at home with their reading and other homework, but the use of reading diaries is inconsistent. An evening was held to explain the National Literacy Strategy to parents, but attendance at this was low. The parent teacher association, which was in place at the last inspection, has now folded because of lack of interest, but parents are still supportive of fund-raising events run by the school.

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

42. At the time of the last inspection, the school was reported as having serious weaknesses, which it was working hard to address. Overall improvement since then has been satisfactory. Standards of attainment when pupils leave the school at the age of eleven are better, although the slow pace of improvement in English is a significant concern. The quality of teaching has improved considerably and subject schemes of work have been developed to support teachers in planning lessons. Further action is necessary on the development of target setting for individual pupils. The monitoring of teaching and the curriculum has developed satisfactorily. The provision for information technology and special educational needs is better. Nevertheless, the school does not meet its main aim of encouraging each pupil to reach his or her full potential. In particular, there is too little challenge for higher attaining pupils, and this restricts their progress and the standards they attain. The needs of the significant number of lower attaining pupils in mathematics are not well enough targeted to improve their progress and raise their achievement. The school does meet its other aim well of developing positive attitudes. There is, however, a need to improve the provision for pupils' social development, which is not as good as at the time of the last inspection.
43. The leadership and management of the school by the headteacher and key staff are satisfactory. The headteacher, well supported by the deputy, provides clear and determined leadership for the school. There is a focus on raising standards of attainment and on maintaining good standards of behaviour. The headteacher and deputy recognise the school's strengths and weaknesses. The emphasis given to continuing improvement is evident in the school's positive response to the issues raised at the last inspection. The roles of the year co-

ordinators were identified as needing improvement at the last inspection. They now make a satisfactory contribution to the day-to-day management of the school. They hold regular meetings with their teams to discuss planning and provide support on matters of behaviour, and more generally to newly qualified teachers. They are not, however, sufficiently involved in areas such as the promotion of pupils' social development.

44. The English co-ordinator has worked hard to support teachers in implementing the National Literacy Strategy and was involved in some monitoring of its implementation during its first year. She and more senior colleagues have not, however, been effective in ensuring its full implementation. While some staff have embraced the strategy and have been keen to develop their practice in relation to it, others have not adequately implemented it due to a lack of confidence. This is unsatisfactory and adversely affects pupils' learning. The numeracy co-ordinator has overseen the satisfactory implementation of the National Numeracy Strategy. She has monitored the teaching of mental mathematics in most classes, given verbal feedback to teachers and provided training for staff. Teachers have been more receptive to the National Numeracy Strategy as it has not required as much change from their earlier practice as is needed for the implementation of the National Literacy Strategy.
45. All other subject co-ordinators are committed to raising standards and have worked hard to produce the schemes of work now in place. The science co-ordinator has undertaken very effective analysis of pupils' performance in the National Curriculum tests to identify areas of weakness and has ensured that these are rectified. All co-ordinators are aware of what is taking place in their subjects through looking at samples of pupils' work. They do not have a specific brief to monitor planning, as this is the deputy headteacher's responsibility, although some choose to look at it to keep informed. Subject co-ordinators do not observe teaching in classrooms, although the physical education co-ordinator has undertaken a limited amount of observation, in the absence of work to sample. Co-ordinators' lack of involvement in more direct monitoring of teaching limits their effectiveness in raising standards further.
46. The wider monitoring of teaching by the headteacher is satisfactory. There is a focus to the monitoring of lessons, which is presently on the implementation of the National Numeracy Strategy and its effectiveness. While the headteacher discusses the findings of his monitoring with teachers, and keeps notes for his own use, there is no more formal written feedback. Where a weakness in a teacher's performance is identified, support is provided to help eradicate it. The provision for English, through the literacy hour, is not presently a focus of monitoring. The checking of it last year was not effective, in view of the weaknesses in its implementation. The deputy headteacher provides thorough and effective monitoring and support for newly qualified teachers, involving other teachers with particular expertise where necessary. There is no system of formal appraisal of staff and this is a decline since the last inspection. At that time, appraisal was in place, although it was reported as being ineffective. The headteacher has not been appraised for two years and this is unsatisfactory.
47. The involvement of the governing body in the management of the school is unsatisfactory. A number of governors work in school, or visit regularly as parent helpers and gain general information about the school in this capacity. Governors are far too reliant on the headteacher for information about the school's performance and do not have adequate independent strategies for checking on its effectiveness. The literacy and numeracy governors have spoken to the relevant co-ordinators. The literacy governor has seen two lessons, but the numeracy governor has not seen any. Although they give verbal reports to the governing body, this level of monitoring is too limited. There is too little involvement of governors in the process of school development planning and review. Governors have not set performance targets for the headteacher. With the exception of the lack of appraisal of staff and the omissions in the prospectus and annual report, all statutory requirements are met.
48. The school's identification of priorities for improvement is satisfactory. The need to further develop literacy provision has been identified, although insufficient action is being taken on this. Other priorities are appropriate and include the introduction of the National Numeracy Strategy and the review of schemes of work in preparation for the new National Curriculum in September 2000. The school development plan, which focuses on the curriculum alone, is for one year only, although there is adequate outline planning for the next two years. Additionally,

there is a good three-year budget plan, which takes account of the priorities of the school development plan. This is a good feature of the school's management that enables it to know the likely effect on its finances of changing circumstances and to plan early action to deal with it.

49. The school's finances are well managed and intended educational developments are well supported through careful planning. The bulk of the work on budget planning is carried out by the headteacher, supported by the administrative assistant, with governors approving the draft budget. It is difficult to see how the governing body assess the effectiveness and value for money of developments, as the development plan itself contains little financial detail. The development plan also has governing body involvement only in approving the draft. There is adequate involvement of the staff.
50. Day-to-day financial management is satisfactory. The school runs its own computerised accounts system and figures are reconciled each month with those from the local education authority. The school ensures that value for money in its purchases is obtained. An appropriate hierarchy of signatories exists for the ordering, receipt and payment of goods. Grants received by the school, for example the standards fund, are properly monitored and used for the purposes intended. The school was audited in 1997 and a number of recommendations were made. Most of these have been addressed, but the annual physical check of the inventory is not up to date.
51. The school's use of new technology is satisfactory, overall. There is a computer room with CD ROM facilities, but the machines are not networked or linked to the Internet. This is planned for the new financial year, when the school is due to receive funding under the National Grid for Learning initiative. The use of technology for administration is satisfactory, and there is some use of it for monitoring purposes such as the tracking of pupils' performance.
52. There are sufficient, appropriately qualified and experienced teachers and support staff to meet the demands of the curriculum. Teachers have job descriptions, which are broadly generic in form. Support staff are well trained and work effectively alongside teachers in classrooms and when working with pupils taken out of class. They provide good support to all pupils, particularly those with special needs. The accommodation is satisfactory, overall, with some good features, and enables the curriculum to be delivered effectively. Good features include two halls, the library and computer room. Classrooms are generally large enough for classes, but some of the larger English and mathematics classes require furniture to be moved to accommodate all pupils. The building is well maintained by the caretakers and cleaning staff. Classrooms and corridors generally feature attractive displays of pupils' work, although the Year 6 corridor is stark in comparison with other areas of the school.
53. Resources for learning are satisfactory, overall, with some good areas, and enable the curriculum to be delivered effectively. The range of books is good as a result of recent investment in improving the provision of fiction and reference books. Resources are good for art, geography, physical education and religious education. In all other areas they are satisfactory, with continuing development in information technology. This is a significant improvement since the last inspection. Funds are well spent to improve resources and benefit pupils' learning.
54. The effectiveness of the school is satisfactory. The attainment of pupils now in Year 6 was below average when they entered the school. Their progress as they have moved up through the school is satisfactory, overall, although it is unsatisfactory in English and information technology. Pupils' attitudes and behaviour are good. The range of learning opportunities provided is satisfactory, except for their social development. The overall quality of teaching is satisfactory. The leadership and management of the school are satisfactory. Considering the effectiveness of the school against the costs, the value for money provided by the school is satisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to sustain the positive developments that have taken place since the last inspection, rectify the weaknesses and improve the quality of education in the school, the governing body, headteacher and staff should:

- a) raise standards in English, mathematics and information technology by:
- ensuring that the National Literacy Strategy is fully implemented throughout the school, with pupils in all classes having access to the benefits of guided group work in reading and writing;
  - reviewing the wider provision for English to ensure that pupils have full access to a wide range of suitably challenging activities to develop their standard of reading and writing;
  - targeting pupils who are working at a lower level than that normally expected for their age to boost their attainment across the National Curriculum requirements for mathematics;
  - ensuring that the better performing pupils in the 'setted' English and mathematics classes receive the challenge they need so that they achieve at the level at which they are capable; and
  - making full use of the existing computers and software for information technology and the new resources to be acquired through the National Grid for Learning, and targeting the specific areas of weakness identified in pupils' attainment;

(Paragraphs 1, 2, 4-6, 8, 9, 25, 27, 42, 56, 58-60, 63, 66, 67, 92, 95)

- b) improve the provision for pupils' social development by:
- providing pupils with opportunities to assume increasing responsibility as they move up through the school; and
  - creating situations in which pupils of different ages can mix, with opportunities for older pupils to care for younger ones;

(Paragraphs 16, 17, 32, 44)

- c) ensure that higher attaining pupils are supported in making full progress and achieving their best by:
- taking full account of their needs in the planning and teaching of lessons so that they are sufficiently challenged; and

(Paragraphs 13, 24, 34, 42, 64, 68, 69, 85, 90, 99)

- d) increase the involvement of the governing body in the management of the school, including making decisions about priorities and checking its effectiveness.

(Paragraph 47)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- the procedures for assessment in art are unsatisfactory. Information from assessment is not used to aid planning in art, music and physical education;

(Paragraphs 35, 36, 79, 100, 104)

- marking does not sufficiently tell pupils how to improve their work;

(Paragraphs 24, 63, 74, 106)

- the statutory requirement for appraisal is not met;

(Paragraph 46, 47)

- there are omissions in the governing body's annual report to parents.

(Paragraph 40)

The school has identified a need for further work on the implementation of the National Literacy Strategy and the increased use of resources for information technology.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	34	61	5	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	463
Number of full-time pupils eligible for free school meals	N/A	98

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	18
Number of pupils on the school's special educational needs register	N/A	120

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	57

### Attendance

#### Authorised absence

	%
School data	6.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	59	45	104

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	37	43
	Girls	30	33	30
	Total	63	70	73
Percentage of pupils at NC level 4 or above	School	61 (55)	67 (47)	70 (66)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	32	36
	Girls	31	24	27
	Total	59	56	63
Percentage of pupils at NC level 4 or above	School	57 (34)	54 (50)	61 (52)
	National	68 (65)	69 (65)	75 (71)

*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	2
Pakistani	1
Bangladeshi	0
Chinese	2
White	453
Any other minority ethnic group	5

*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	6	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: Y3 – Y6**

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	26.46
Average class size	28.9

#### **Education support staff: Y3 – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	194

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
--------------------------------	-----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
----------------	------

	£
Total income	650,337
Total expenditure	644,237
Expenditure per pupil	1,442
Balance brought forward from previous year	30,595
Balance carried forward to next year	36,695

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

### **Questionnaire return rate**

Number of questionnaires sent out	463
Number of questionnaires returned	142

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	5	3	0
My child is making good progress in school.	42	51	3	2	1
Behaviour in the school is good.	31	52	7	2	7
My child gets the right amount of work to do at home.	20	41	27	8	4
The teaching is good.	35	56	5	0	4
I am kept well informed about how my child is getting on.	21	53	17	6	3
I would feel comfortable about approaching the school with questions or a problem.	46	43	4	4	4
The school expects my child to work hard and achieve his or her best.	52	44	3	1	1
The school works closely with parents.	22	48	13	6	10
The school is well led and managed.	25	56	6	4	7
The school is helping my child become mature and responsible.	31	56	5	2	6
The school provides an interesting range of activities outside lessons.	18	32	22	9	18

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

### **ENGLISH**

56. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were well below the national average. They were well below the national average for the percentage of pupils achieving the level expected of most eleven year olds and for the percentage reaching a higher level. When compared with the results achieved by schools with pupils from similar backgrounds, they were below average. The most recent test results at the time of the last inspection, showed standards of attainment in English as very low. There was improvement in 1997, but there has not been sufficient improvement since then. The trend for improvement in the school's English results is below the national trend, based on the average points score. Girls' performance is significantly better than that of boys, although the standards achieved by both boys and girls are too low. The evidence of pupils' school work shows that this year, in Year 6, standards are still well below average.
57. At the end of Key Stage 2, pupils' speaking and listening skills are average. They answer questions clearly about stories read together in class. They express their ideas confidently, for example about the books they select for their personal reading, or about the difference between formal and informal writing on a topic such as pitching a tent. Pupils are less competent in expressing developed and refined ideas because teachers too often summarise what they say. Similarly, pupils do not have skills in sustained debate, as there are too few opportunities for this type of discussion. In particular, this affects the standards achieved by pupils in the Year 6 'top' class.
58. Reading standards are below average at the end of Key Stage 2. Pupils' reading experience is mainly limited to stories and these are not always sufficiently challenging for higher attaining pupils. While they understand the stories, they do not have secure skills of comprehension in evaluating the styles of writing or the impact of the text on the reader. Pupils do not have the expected skills in using non-fiction books to find information. Pupils of average and higher attainment read confidently, fluently and with good understanding. Lower attaining pupils and those with special educational needs read with some fluency and have sound phonic skills and other strategies for tackling unfamiliar words.
59. By the end of Key Stage 2, pupils' attainment in writing is well below average. Pupils have a satisfactory understanding of grammar and the use of language, such as simile and metaphor. The successful use of these devices in exercises is not always well transferred to their creative writing. Average and lower attaining pupils write for a satisfactory range of purposes, such as poetry, diaries and summaries of newspaper reports. They understand how to use descriptive language to give colour to their writing. Higher attaining pupils, however, do not write for the range of purposes prescribed in the National Curriculum and National Literacy Strategy because they are not given the opportunity to do so. They do not, for example, sufficiently use language to create atmosphere in longer pieces of creative writing. Higher attaining pupils are beginning to use a good range of punctuation and to organise their writing in paragraphs. Average and lower attaining pupils do not use punctuation consistently and their spelling of common words is not always accurate. This is a serious concern, especially for the lower attaining pupils. Handwriting is mainly well formed, although not always joined.
60. The overall quality of teaching and learning is unsatisfactory because, in many classes, pupils are not being provided with the full range of learning opportunities needed. Similarly, expectations of what pupils are capable of achieving are not high enough in many classes. This is largely a consequence of the school's inconsistent implementation of the National Literacy Strategy. Even within the same year group, there are significant variations in teachers' use of the strategy. Teaching is at least satisfactory in 87.5 per cent of literacy hour lessons, including good teaching in 31 per cent of lessons. This is because pupils' learning in relation to the lesson objectives is judged to be satisfactory. The weakness is in the wider provision the school makes beyond individual lessons. It is this lack of depth and breadth in the experiences provided in many classes that adversely affects pupils' learning. There is the same overuse of

comprehension and grammar exercises that was judged in the previous inspection to restrict pupils' learning. This weakness has not been eradicated. Pupils in Years 3 and 4 are given a satisfactory understanding of a range of texts and opportunities to produce writing for a good range of purposes.

61. Where teaching is most effective, lessons are well planned to provide a balance of activities, and pupils are given good opportunities to work in groups with the teacher and independently. Teachers have good subject knowledge and carefully select questions to encourage pupils to think more deeply, for example about the content of a story or the use of punctuation. A lively presentation of an extract from 'Winnie the Pooh' enabled Year 4 pupils to identify words that express mood. Lessons are well prepared and organised, for example allowing Year 5 pupils to work effectively and independently in pairs, using books and CD ROMs to research their chosen topics. The most effective lessons are delivered at a good pace and with a clear focus. This maintains pupils' interest and keeps a high level of involvement, such as in the Year 3 'lowest' class when they studied a version of the 'Little Red Riding Hood' story and explored the author's use of language. In this lesson, well managed and targeted support enabled pupils with special educational needs to learn effectively.
62. In satisfactory lessons, basic skills are taught effectively and the correct language is used so that pupils learn the technical vocabulary of English. Clearly identified learning objectives ensure that the lesson has a focus and the lesson content is satisfactorily related to it. Pupils are well managed and those who find it difficult to sustain concentration are encouraged to persevere. Satisfactory account is taken of the needs of pupils at an early stage of English language acquisition and they are supported to make satisfactory progress.
63. There are some unsatisfactory elements in many lessons, with weaknesses in the pace, organisation and attention paid to pupils' differing needs. This is a particular weakness in the teaching for the 'top' class in Year 6. In this class, the grammar and comprehension points learnt are not being effectively transferred to their writing and pupils are not taught satisfactorily to write for different purposes. At times, suggestions which show that pupils are beginning to think about the story they are to write, are not satisfactorily acknowledged or developed by the teacher, so that these can be used in their writing. Teachers regularly mark work, but there are inconsistencies in the use of comments to encourage improvement and the policy for the correction of spellings is not always followed. The lack of the guided group element to the literacy hour in many classes results in pupils not having adequate opportunities to work together and to help each other. Even more importantly, they do not have access to the intensive direct teaching that this element provides.
64. In unsatisfactory lessons, the pace is slow and too long is spent on the introduction, so that pupils are not given enough time to practise what they have been taught and apply it to their independent writing. Work is not matched to the range of needs within the class. The higher attaining pupils in the 'top' class in Year 3 are not challenged. Pupils in the 'lower' class in Year 6, which includes those with special educational needs, are not enabled to achieve the lesson objectives because the teaching lacks a clear focus.
65. The co-ordinator has arranged a variety of training sessions for teachers on aspects of literacy, including the National Literacy Strategy. She and more senior colleagues have not been effective in managing the implementation of the National Literacy Strategy. Many teachers lack confidence in implementing it, especially in delivering the guided group activities. The co-ordinator has worked hard to produce a scheme of work, to give guidance to teachers on suitable tasks to achieve the learning objectives contained in the strategy and to ensure that there are books and resources to enable effective implementation. The shortcoming in this scheme, however, is that it does not follow closely enough the content of the National Framework. The particular weakness is in the recommendations for the end of the key stage, which impacts on the standards achieved in Year 6. The school has correctly identified, in the school development plan for the current year, the need to further the implementation of the literacy hour. The action plan does not address the issue of how to ensure that teachers are fully confident in its implementation, so that standards of literacy can be raised. There is also insufficient analysis of assessment and test results to inform planning and target improvement.

## MATHEMATICS

66. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were below the national average. The percentage of pupils reaching the standard expected of most eleven year olds was close to the national average, as was the percentage of pupils reaching the higher level. The overall results were below average, however, because 30 per cent of pupils were working at a lower level than expected, including 11 per cent working at a very low level. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was broadly average. Standards in mathematics have improved since the last inspection. Girls are doing better than boys. The evidence of pupils' school work shows that this year, in Year 6, standards are below average and similar to those shown in the 1999 test results.
67. By the end of Key Stage 2, most pupils understand the four rules of number, calculate to five and six digits and round up numbers to six thousand. Higher attaining pupils work confidently with seven digit numbers, divide large numbers by two digits using long division methods and calculate to two decimal places, including division and multiplication. A significant minority, however, are less competent and calculate numbers to one thousand only. Most pupils recognise improper and equivalent fractions and convert them to two decimal places. They recognise and use negative numbers when reading co-ordinates in four quadrants, while the lower attaining pupils read co-ordinates in the first quadrant only. Most pupils have a good understanding of three-dimensional shapes and ranges of rotational symmetry. They measure angles accurately and calculate areas and perimeters of regular and irregular shapes. There is less of a gap between the lower attaining pupils and the others in the area of shape, space and measure. All pupils use standard units to measure mass, length, volume and time. Most pupils understand probability, but lower attaining pupils are less secure in this. All pupils satisfactorily solve written problems of varying complexity. They present data in a variety of graphic forms, but have limited experience of using computers for this.
68. The overall quality of teaching and learning is satisfactory, with a quarter of lessons showing good teaching in Years 3, 4 and 6. At the time of the last inspection, a quarter of lessons were unsatisfactory and this is no longer the case. The satisfactory teaching results in pupils making satisfactory progress, except for the higher attaining pupils in classes who do not receive the challenge they need. In the good lessons seen, pupils have a clear knowledge of their learning because they are informed of lesson objectives and the purpose of activities. The brisk pace of the lessons, together with well focused questions and good resources for demonstration, promotes effective learning. This is further supported by teachers' high expectations of the standards that all pupils are capable of attaining. In a good Year 6 lesson, good use was made of time and effective strategies were used to maintain pupils' involvement and concentration, ensuring that pupils made good progress.
69. All teachers have at least satisfactory subject knowledge and communicate lesson objectives to pupils. There is effective involvement of pupils during direct teaching to demonstrate previous knowledge, write on the board, or demonstrate a step in their learning. This helps to keep pupils focused and paying attention. In a 'lower' Year 3 class, pupils looked on in amazement as one of them demonstrated with a tower of cubes how to divide a number into quarters. This worked well because the teacher judged accurately how much support to give and what questions to ask. This use of demonstration helps pupils to remain interested when they move from whole class sessions to their table activities, so that they work well individually and in pairs. Teachers use questioning satisfactorily to encourage pupils to think carefully. They also help pupils to develop their understanding through use of the correct mathematical language. All teachers support pupils with special educational needs and the least able in a group, ensuring that they learn at an adequate rate. There is, however, insufficient specific targeting of lower attaining pupils to help them to make better progress and achieve the standard expected for their age. Higher attaining pupils in classes are inconsistently planned for and not always sufficiently challenged, resulting in them not achieving the standards of which they are capable. This weakness was identified at the time of the last inspection and it has not been rectified. Assessment of the previous day's learning is used satisfactorily in introductions to lessons.
70. A satisfactory policy and scheme of work are in place, with commercial text and workbooks

used to support it. The co-ordinator has satisfactorily introduced the National Numeracy strategy. She has provided training for staff, which is continuing. She is aware of some changes needed in the policy for mathematics, which is scheduled for review in July of this year. She has monitored teaching of mental mathematics in eleven out of sixteen classes and provides verbal feedback to teachers. Wider monitoring of mathematics teaching is undertaken by the headteacher. Satisfactory systems of assessment are in place and these are used to inform planning. Assessment information is well used to put pupils into mathematics classes and to provide whole class targets. Resources for mathematics are adequate to deliver the curriculum, but teachers could be more adventurous in adapting some into a larger scale for whole class teaching sessions. New resources have been purchased to meet the needs of the numeracy strategy.

## SCIENCE

71. Pupils' results in the end of Key Stage 2 tests in 1999 were below the national average. The percentage of pupils reaching the standard expected of most eleven year olds was well below the national average, but the percentage reaching a higher level was close to the national average. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was broadly average. There has been steady improvement in standards of attainment in science since the last inspection. Girls' performance has been better than that of boys.
72. The evidence of pupils' school work shows that this year, in Year 6, standards are average. This is due to the co-ordinator's careful analysis of pupils' performance in the National Curriculum tests and identification of areas for improvement. Teachers have successfully targeted these areas, especially pupils' knowledge and understanding of scientific language.
73. By the end of Key Stage 2, pupils have a satisfactory knowledge and understanding of some of the systems of the human body, such as the circulatory and skeletal systems. They name the parts of a flower, understand the different methods of seed dispersal and know what constitutes a food chain. Pupils explain the differences between solids, liquids and gases, know of the changes that take place when materials are heated and understand that some changes are reversible and some are not. Pupils know that a complete circuit is needed to make electrical devices work and most understand the role of insulators and conductors. Pupils have the expected knowledge and understanding of forces such as friction and gravity. They know how shadows are made and that sound is caused by an object vibrating, although many have difficulty explaining the difference between loudness and pitch. Pupils carry out a range of experiments successfully. While most pupils explain their work, understanding and using the correct scientific language, a minority find this aspect of science difficult. Many pupils understand what is required to make a test fair, but a minority are uncertain of the concept.
74. The overall quality of teaching and learning is satisfactory, with examples of good teaching in Years 3, 5 and 6. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. Teachers are also very careful to use and to emphasise, the correct scientific terminology, being fully aware that this is a particular area for development with pupils. Teachers have secure subject knowledge and provide clear instructions and helpful demonstrations of practical work to be undertaken. Teachers' initial instructions to pupils are very occasionally unclear, with the result that pupils are uncertain how to proceed. On other occasions, the attention of a small minority of pupils is not always maintained or ensured before the start of instruction. Teachers are enthusiastic and through the provision of a range of practical activities, pupils are enthusiastic also. As a result, they work hard and are keen to find answers to the problems set. Teachers provide much help and well directed support, with gaps in pupils' knowledge and understanding identified and relevant advice provided. Teachers mark pupils' work regularly, but few comments of support and advice are added.
75. The school has a satisfactory scheme of work, which is an improvement since the last inspection and all aspects of the curriculum are adequately covered. This has contributed substantially towards raising standards. The co-ordinator is knowledgeable and has identified and emphasised areas for improvement. She is aware of the work being covered in the school

and regularly checks pupils' work by collecting samples of their books. She has no opportunity, however, to observe the work being done in the classroom. Assessment procedures are satisfactory. The information from assessment is used effectively to plan work. The written work undertaken by pupils, especially that relating to reporting on practical activities, provides support to the school's initiative in literacy. Counting and measuring activities support the school's work in numeracy. At present, little use is made of information technology to enhance the work in science.

## **ART**

76. Only one art lesson was seen during the inspection, in Year 5. Evidence was also gathered from pupils' sketchbooks, displays of pupils' work in classrooms and public spaces and discussions with teachers and pupils.
77. The standard of work achieved is in line with that normally expected for pupils of the same age. Standards are better than they were reported as being at the time of the last inspection. There are variations, however, in standards, both within and between year groups. This is particularly evident in pupils' technical skills, when using pencils for tonal studies or brushes for painting. When Year 3 pupils paint from direct observation, such as when studying autumn plants, they display good brush control and careful use of colour. In freer studies, for example when using chalk or paint, pupils in this year group are less competent. Similarly in Years 4 and 5, where pupils have a clearly established framework within which to work, as for example in Dufy-inspired studies developed into weaving or William Morris stencil patterns, standards are often above average. Weaknesses are evident where pupils are less clear about what is expected of them, such as in some of their paintings after studying the work of artists such as Turner. Year 6 pupils' observational studies of footwear are among their most successful achievements. They are personal to the pupils and reflect their choice and interest. The lowest attainment, in this year group, is where all pupils are put through the same exercise, such as a Picasso study, or a landscape study in grey. Here, there is little evidence of personal understanding or involvement in the work.
78. On the basis of all the available evidence, the overall quality of teaching and learning is satisfactory. Teachers appear more confident in their delivery of art-related activities than was reported at the time of the last inspection. Where they are not, they arrange to share classes so that the curriculum is covered satisfactorily. Teachers provide pupils with a broad and balanced experience, but lessons are not planned to ensure that pupils' knowledge, understanding and skills are continuously developed as they move up through the school. There is insufficient consideration given across the school to the development of basic skills such as use of line, tone and colour and to reinforcing pupils' visual memories through regular observational drawing. Teachers manage pupils well and activities are satisfactorily organised so that pupils enjoy their art experience. Teachers ensure that sketchbooks are used well by pupils, and this contributes to learning. Teachers celebrate their pupils' work, in carefully mounted displays. The best are mounted with flair, showing a good understanding of the art process. Pupils with special educational needs, or English as an additional language, are properly supported and perform equally well with other pupils.
79. There is a satisfactory scheme of work, which is soon to be revised to take account of the new National Curriculum. There are no effective procedures in place for assessing pupils' attainment and progress, and sketchbooks are not used sufficiently as a tool to assess pupils' learning. Consequently, information from assessment is not used to guide the planning of the curriculum and to ensure that work is matched to pupils' differing needs. The co-ordinator is enthusiastic, as well as knowledgeable, and has been a driving force in improving standards. She checks pupils' work, as well as offering support and advice to colleagues. She does not, however, have a brief for monitoring teaching. A good start has been made with using computers within art.

## **DESIGN AND TECHNOLOGY**

80. The standard of work in design and technology, across the school, is similar to that normally

found for pupils of the same age. Standards are considerably higher than those found at the time of the last inspection. A consistent standard has been achieved in pupils' planning of their work, making and evaluating, although these skills are still less secure in Year 6, than in the younger age groups. Most pupils in Year 6 have satisfactory knowledge of the design process, as is evident in their fairground ride models and pop-up cards. Information technology is used well by pupils for borders and illustration. Written work is related to the work in hand, but often contains spelling errors and is untidily laid out. All Year 5 pupils achieve well, in a project that involves designing and making slippers. Higher attaining pupils achieve particularly good standards of design and manufacture of their slippers. Pupils in Years 3, 4 and 5 draw effectively on previously learned knowledge and skills from mathematics, as they construct nets for Easter egg boxes, or model truck cabs and bodies using card.

81. The overall quality of teaching and learning is satisfactory, with examples of good teaching in Years 3, 4 and 6. There is also unsatisfactory teaching in one Year 6 class. Teaching, overall, is much improved since the last inspection. Teachers generally plan well across a year group, although some inconsistencies in the delivery of the planned lessons are found in Year 6. Planned projects are imaginative and stimulating and engage pupils' interest. As a result, most pupils are keen to succeed. Pupils are often so excited, however, that they forget to listen and behaviour declines. This was evident in some lessons seen in Years 3 and 4. Teachers' written comments in most pupils' design books are strong on praise, but less clear on how to make further improvements. There are insufficient links with art to support the design process. Where teaching is unsatisfactory, in Year 6, there is insufficient emphasis on either design or technology and the teachers' expectations of the standards pupils are capable of attaining are not high enough. This results in insufficient learning taking place. The overall quality of teaching and learning is better than at the time of the last inspection.
82. The co-ordinator has worked hard to ensure that staff are confident in teaching design and technology. He has developed a satisfactory scheme of work and effective procedures for assessment. Although he sees pupils' work throughout the school, he does not have a brief to monitor teaching.

## **GEOGRAPHY**

83. The standard of pupils' work is similar to that found in most schools for pupils of this age and is better than at the time of the last inspection. Year 6 pupils are confident in their understanding and use of geographical terms, such as those that describe the different levels of a rain forest. They are aware of the products that come from the rain forest such as fruit and timber and also know of some of the environmental implications of the destruction of the rain forests. Pupils in Year 5 have the expected knowledge and understanding of rivers. Year 4 pupils understand grid references, create maps and plans and use keys with the competence expected for their age. They have a satisfactory knowledge of how human activity impacts on the landscape. They understand the features of the local area and give good reasons for the siting of shops, schools and houses. Year 3 pupils have satisfactory understanding of aerial views, a map of the British Isles and world climates.
84. The overall quality of teaching is satisfactory, with some good teaching in Years 4 and 6. Where teaching is good, teachers build effectively on pupils' existing knowledge and skills when introducing new work and provide good opportunities for pupils to present and develop their own ideas. The planning of lessons is good, with resources such as maps and videos well prepared and used. Effective questioning is used, which helps pupils to think about what they know and to develop their confidence in sharing their knowledge. In the good teaching in Year 4, the teacher effectively ensures that all pupils understand the task by regularly reviewing the lesson objectives.
85. Where teaching is satisfactory, teachers make good efforts to use pupils' direct experiences. They use the correct geographical language, which supports pupils in developing their understanding and use of it. The management of pupils is good and this results in pupils behaving well. Some of the follow up work to lesson introductions does not provide the same stimulus as the introductory session, however, and pupils are not encouraged to use their initiative and formulate their own questions. Overall, this is a weakness in the teaching. There



is some evidence of work being adapted to match the range of pupils' needs in the mixed ability classes, but, in the main, all pupils are provided with the same task. This means that not all pupils receive the right amount of challenge in the work set. Pupils with special educational needs or English as an additional language are given good support to learn effectively.

86. The co-ordinator has worked hard to raise standards. She has provided an effective scheme of work, which ensures that pupils' knowledge, skills and understanding are developed satisfactorily as they move up through the school. She has also supported colleagues to make sure that they are confident in teaching geography. She monitors pupils' work, but does not have a brief to monitor teaching. The curriculum is enhanced by a programme of visits and walks in the local area. There is a good selection of books and resources that are used effectively for research. Literacy skills are applied and developed as pupils write accounts of geographical features. Mathematical skills are developed through the use of charts, graphs and grid references. There is little evidence, however, of information technology being used for the production of data. This was also a weakness at the time of the last inspection. There are plans to review the scheme of work to take account of the requirements of the new National Curriculum.

## **HISTORY**

87. The only direct teaching seen during the inspection was in Year 5. Evidence was also gained from a scrutiny of pupils' work, looking at teachers' planning and records, displays around the school and discussions with teachers and pupils.
88. The standard of work in history is broadly in line with that normally found for the age of the pupils. Year 3 pupils have a satisfactory understanding of the domestic life of the Celts and write about it from the perspective of a Roman spy. Year 4 pupils have the expected insight into how the Tudors lived from their visit to Gainsborough Old Hall and from their research into religion and the break with Rome. Year 5 pupils have a clear understanding of life at different levels of society in the reign of Queen Victoria. Their body of knowledge includes life at the beginning and end of the Victorian era, the layout of the model village and domestic life. They are aware of how domestic life compares with that of today. Year 6 pupils understand the legacy of the Ancient Greeks and demonstrate this in a flowchart as well as sequencing events in the Olympic Games. All pupils have an understanding of chronology matched to their age and satisfactory skills in interpreting the past through books, visits and artefacts. Overall standards are similar to those found at the last inspection.
89. On the basis of all the available evidence, the overall quality of teaching and learning is satisfactory and better than at the time of the last inspection. There is some good teaching in Year 5, where good use is made of the time available in lessons. In this good teaching, effective use is made of pupils' knowledge in discussion and challenging investigative activities are provided. Teachers have high expectations of the standards that all pupils are capable of attaining and expect pupils to explain their reasoning to the class about changes that have taken place in the Victorian era. Pupils respond well to teachers' high expectations, challenging questioning and work well together in groups, eagerly finding answers to historical questions. In these lessons, the rate of pupils' learning is good.
90. In other lessons or work, it is evident that teachers have good subject knowledge and use a good range of strategies. These help maintain pupils' interest and show the teachers' obvious enthusiasm for history. Teachers make good use of artefacts and visits to places such as Gainsborough Old Hall and Normanby Hall, for enactment of period life and costume. Visitors, such as a person in role as a Roman Soldier, are used well and bring history to life for Year 3 pupils. Pupils with special educational needs, or English as an additional language, are well supported to make satisfactory progress. Higher attaining pupils' needs are not always planned for, but they often undertake more complex investigations or write lengthier accounts. Teachers make suitable use of word processing and information from CD ROMs in history, as well as video information.
91. The co-ordinator gives guidance and advice to teachers and ensures that resources are adequate. She does not monitor lessons but looks at pupils' books from all years. There is an

up to date policy and scheme of work that satisfactorily ensure that skills are developed. They take account of recent government recommendations and local authority guidance. This is an improvement since the last inspection.

## **INFORMATION TECHNOLOGY**

92. Standards in information technology are too low and are below national expectations at the end of Key Stage 2. The progress of pupils in Year 6 has been unsatisfactory. This is because too little work has been covered over time to develop pupils' knowledge and skills to the level expected for their age.
93. By the end of Key Stage 2, pupils know how to control a robot toy and form repeating patterns on a computer screen, but they do not have the expected competence in controlling sound or light. Their knowledge of information technology in the wider world is limited to some domestic usage and traffic lights or space rockets. They independently open and close programs and use a wide range of word processing skills confidently, including writing in columns and applying the spellchecker. With adult support, they add pictures to text and print a border around a greeting on an Easter card. They change the colour, style and size of text on screen confidently and use CD ROMs to find information in subjects such as geography and religious education. Pupils understand how to record information on databases and use this for investigation, but have limited skills for their age in presenting findings on the computer, in graphs or pie charts. They do not investigate or make decisions through adventure programmes. They have no school experience of the Internet or e-mail.
94. The overall quality of teaching and learning is now satisfactory. This is an improvement since the last inspection. The quality of teaching experienced by Year 6 pupils as they have moved up through the school has been unsatisfactory due to insufficient resources. Teaching now leads pupils to make satisfactory gains in their learning in all areas of information technology throughout Years 3 and 4 and in the areas of word processing, graphics, spreadsheets and limited control functions in Years 5 and 6. Teachers have secure subject knowledge and teach pupils in clear sequential steps, resulting in most pupils acquiring new skills in a lesson. Pupils are managed well when working at the computer in pairs and this results in pupils supporting each other, concentrating well and persevering when a task is difficult. Time during lessons in the computer room is well managed, with a balance of instruction and activity. Where some pupils share three to a computer, because not all computers have the relevant programs, learning is restricted. Pupils with English as an additional language are supported adequately to make satisfactory gains in their learning. Pupils with special educational needs make good gains because of the extra help given to them in small groups taken out of class.
95. There is a clear informative policy for information technology, which has been updated this term. The scheme of work, developed from recent government guidelines, covers all areas of the subject and includes a satisfactory assessment procedure. It gives good guidance to teachers to support pupils' learning through information technology in all areas of the curriculum. The school has made great efforts to improve its computer provision by putting computers in a dedicated room, but learning is limited by having no computers in classrooms for pupils to practise new skills or complete work. The computer room is under-used in the mornings in particular because of all classes being timetabled for literacy and numeracy during each morning. The school has just been granted funding through the National Grid for Learning and proposes to network new computers in the suite with access to the Internet and to distribute the current computers to classrooms, so addressing a weakness.
96. The co-ordinator updates teachers on new hardware and software. She gives advice on teaching but does not have a brief to monitor it. She has prepared good guidance documents for teaching. A portfolio of examples of work is well presented, but not assessed to precise National Curriculum standards to aid teachers in accurately judging the standard of pupils' work. An after school computer club is held weekly, which allows pupils to use their skills for researching a subject of their own interest.

## **MUSIC**

97. The standard of pupils' work is similar to that normally found for the age of the pupils. The quality of singing in Year 3 is good, but standards in one lesson seen in Year 6 were too low. Overall music standards are better than they were reported as being when the school was last inspected, especially in Year 3. Pupils in Year 3 sing songs from memory tunefully, such as 'What shall we do with a drunken sailor?'. They have a good sense of rhythm and timing as they tap out a beat on their knees or use untuned percussion instruments. They are confident when singing with actions or when clapping to indicate the pauses in songs. Pupils in Year 5 understand that music can represent mood and identify, for example, that a piece of music is jolly. They have a satisfactory understanding of how expression can be used in singing to communicate emotions, such as anger. Year 5 pupils use untuned percussion instruments with satisfactory skill to accompany a simple sad story, which they act out. The quality of singing in an unsatisfactorily taught lesson in Year 6 was poor and pupils did not understand the musical terms such as 'staccato' and 'legato' used during the lesson. The quality of singing in assemblies and hymn practices is satisfactory. At the time of the last inspection the standards of the oldest pupils were not good enough and there has been insufficient improvement.
98. The overall quality of teaching and learning is satisfactory, with some good teaching in Year 3. There is also some unsatisfactory teaching in Year 6. Overall, there has been some improvement in teaching since the last inspection. Where teaching is most effective, in Year 3, the teacher plans the lesson carefully and identifies learning objectives well. Teaching builds on pupils' prior experience and develops their skills and understanding. The lesson is well paced and the teacher has good subject knowledge. This means that every moment is used well to support pupils' learning. Pupils respond well in Year 3 to teachers' obvious enthusiasm and enjoyment of the musical activities and try hard. In satisfactory lessons, in Year 5, teachers are clear about what they want pupils to learn. Although there is extensive use of recorded radio programmes, most teachers are aware of the need to support pupils' learning by stopping the programme to question the pupils or provide explanations. As a result, pupils make adequate gains in their skills and knowledge of music in most lessons.
99. In the unsatisfactory lesson seen in Year 6, the teacher did not stop the recorded programme where necessary. Nor did she manage the poor behaviour of a few boys adequately. As a result, the poor behaviour spread to other pupils in the class. In this lesson, the pupils understood little of the content of the recorded programme and their learning was unsatisfactory. Due to many teachers not having the confidence to work without the recorded programmes, few opportunities are provided for pupils to work independently in composing and performing their own music. This restricts the learning of higher attaining pupils, in particular.
100. The co-ordinator has had responsibility for the subject for two years. She has other responsibilities as a year co-ordinator and as English co-ordinator. Consequently, she is not able to give the attention needed to the development of music. While she gains some information about what is taking place throughout the school by talking to colleagues, she does not have a brief to monitor teaching or the impact of the curriculum on pupils' learning. There are satisfactory assessment procedures for music, but few teachers use the information gained to plan lessons and ensure that pupils' differing needs are met.

## **PHYSICAL EDUCATION**

101. Standards are similar to those found in most schools for pupils of the same age. The standards reported at the time of the last inspection have been maintained. At Key Stage 2, pupils practise their games skills of throwing, catching and travelling with a ball competently. They develop their work by taking part confidently in suitable hockey, netball and football activities. Pupils in Year 6 show satisfactory accuracy in throwing and receiving a tennis ball. Pupils have the expected gymnastic skills. They perform satisfactorily a variety of turns, rolls, jumps, hops and balances, using both the floor and an appropriate range of apparatus. Pupils in Year 4 introduce asymmetrical shapes into their work. In dance, pupils compose and control their movements successfully, by varying shape, speed and direction and expressing their feelings in response to music. Pupils in Year 5 perform movements based on a dance tradition from South America confidently. Pupils in Year 4 attend swimming lessons and all show confidence in the water. At least 60 per cent of these pupils swim 25 metres unaided.

102. The overall quality of teaching and learning is satisfactory, with some good teaching in Year 6. This is an improvement since the last inspection. Teachers plan lessons satisfactorily and provide clear instruction. All teachers change into suitable clothing and join in and demonstrate for pupils. They have satisfactory subject knowledge and make suitable demands of the pupils' performance. Lessons are conducted at a brisk pace, with pupils being kept busy throughout. The pace of lessons in gymnastics slows, however, when pupils queue to use apparatus. Teachers have good control and management skills, especially where a wide range of activities is being undertaken. Often, pupils are used to demonstrate good practice, but opportunities are missed, in some classes, to discuss the quality of the work seen and help pupils develop their work further.
103. Teachers provide satisfactory help and support to pupils in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils usually show very good attitudes, generally behave well and carry equipment carefully and safely. All these aspects of teaching support pupils, including those with special educational needs, in making satisfactory gains in their learning. In the good lesson seen, the teacher's good subject knowledge led to him giving specific advice and support to pupils to help them develop their skills of throwing and catching well.
104. The school now has a comprehensive scheme of work and all aspects of work are suitably covered. This is an improvement since the last inspection. The co-ordinator is enthusiastic and provides effective support for colleagues through giving advice and demonstration lessons and by undertaking a limited amount of lesson observations. Assessment procedures are satisfactory, but limited use is made of assessment information, to help improve the quality of pupils' work. Activities involving counting and measuring give effective support to the school's initiative in numeracy. The school makes satisfactory arrangements for the provision of extra-curricular sporting activities for pupils.

## **RELIGIOUS EDUCATION**

105. The standards achieved by pupils at the end of Key Stage 2 are in line with the expectations set in the locally agreed syllabus. The standards reported at the time of the school's last inspection have been maintained. By the end of Key Stage 2, pupils are familiar with the Christian, Hindu, Moslem and Jewish faiths. They know some of the stories of famous figures from each religion, such as St. Paul, Rama and Sita, Mohammed and Joseph. Pupils are aware of the similarities and differences of these religions, such as in clothing and life-styles. Pupils understand that religions have various ceremonies and special occasions and they recognise, for example, the importance of Eid to Moslems, the Passover to Jews and Easter to Christians. Pupils know that faiths have their own religious buildings and they know some of the internal features of, for example, the church and the mosque. Pupils are aware of the importance of family and community life and know that relationships within these communities are ruled by codes of conduct, such as the Ten Commandments. Pupils are confident in discussing a variety of issues, such as the expression of feelings on the death of a pet, the need to avoid anger, and the implications of betraying a friend's trust. They are aware of the need for caring and tolerance in their dealings with other people.
106. The overall quality of teaching and learning is satisfactory, with some good teaching in Year 6. Lessons are well planned. Interesting and thought provoking experiences are provided, such as drama in Year 4, based on the story of Easter and a discussion of the implications of betrayal in Year 6. Teachers have secure subject knowledge and provide clear explanations for pupils. This enables all pupils, including those with special educational needs, to make satisfactory gains in their knowledge and understanding. Occasionally, instructions to pupils are inadequate, with the result that a few pupils are uncertain of what they are required to do. Teachers make good use of religious artefacts, visitors to the school, such as the vicar, and visits to churches to develop pupils' knowledge and understanding. Teachers manage pupils well and, as a result, pupils' behaviour is good. This helps them to make progress in their learning. Teachers mark pupils' books regularly, but few comments are added to support pupils in improving their work.
107. The work in religious education provides satisfactory support for all aspects of pupils' spiritual, moral and cultural development. The co-ordinator is enthusiastic and has produced a detailed

scheme of work, rectifying a weakness identified at the last inspection. She checks the work being covered in the school, by looking at samples of pupils' books. She does not have a brief to directly monitor teaching in lessons. Assessment procedures are satisfactory and the information gained is used in planning work. There is an improvement since the last inspection in the written activities provided for pupils, which also support the development of literacy skills.