

INSPECTION REPORT

Skegness Infant School

Skegness

LEA area: Lincolnshire

Unique reference number: 120475

Headteacher: Mrs J A Drakes

Reporting inspector: Mr A C Jolly
8750

Dates of inspection: 4th – 6th March 2002

Inspection number: 195142

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Cavendish Road Skegness
Postcode:	PE25 2QU
Telephone number:	01754 762059
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B McMahon
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8750	Mr A C Jolly	Registered inspector	English Physical Education Equal Opportunities	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? What should the school do to improve further?
19491	Mr R Jones	Lay inspector		Pupils' attitudes and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22489	Mr I Barker	Team inspector	Mathematics Information and communication technology Music	How well is the school led and managed?
26405	Mrs C Bond	Team inspector	The Foundation Stage	
19897	Mr A Evans	Team inspector	Science History Religious Education	How good are the curricular and other opportunities offered to pupils?
30580	Mr D Bateson	Team inspector	Special Educational needs Design and technology Geography Art	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Skegness Infant School, situated in the seaside town of Skegness in Lincolnshire, provides education for 247 pupils and a further 78 children who attend the nursery part-time. The majority of pupils live in and around Skegness. Although the majority of the pupils remain at the school for the full three years, there is a larger than average turnover of pupils due to the extent of the seasonal employment in the area. Very few pupils come from homes where English is not the first language. The proportion of pupils who are eligible for free school meals is 29 per cent, which is above the national average. Seventeen per cent of pupils are on the school's register of special educational needs, which is below average. The percentage of pupils who have statements of educational need is average. The standard of attainment on entry to the nursery is below average.

HOW GOOD THE SCHOOL IS

Skegness Infant School is a good school where pupils attain standards in all subjects that are at least in line with those of similar schools. The school provides a very stimulating environment for learning. The quality of teaching is good throughout the school and consistently very good in the nursery. The headteacher, key staff and governors provide effective leadership. The school gives good value for money.

What the school does well

- The Foundation Stage gives pupils a very good start to their education.
- Standards in information and communication technology are good.
- Standards in music and design and technology are good.
- Teaching is good throughout the school.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Relationships are very good throughout the school.
- The range of extra-curricular activities is very good.
- The provision of personal, social and health education is very good.

What could be improved

- Girls' national test results in reading and writing.
- Levels of attendance.
- The assessment of pupils' progress in subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, and has made a substantial improvement since then. Pupils' attainment in mathematics is higher and there are more opportunities to use and apply mathematics in practical tasks. The school now identifies pupils with high potential, monitors their progress and plans suitable activities to challenge them in all subjects. Schemes of work have been developed for all subjects and learning objectives have been identified linked to the National Curriculum Programmes of Study. Systems have

been introduced for monitoring the curriculum and classroom practice by senior staff, curriculum co-ordinators and governors in order to raise standards. The provision of information to parents fulfils all statutory requirements. The quality of teaching has improved since the last inspection and the good leadership and management have been maintained. The school is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	D	E	D	C
writing	D	D	D	C
mathematics	C	C	C	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that in 2001 the standards in the national tests results were in line with the national average in mathematics but below it in reading and writing. The results have been broadly similar for the last three years.

However, when the results are compared with schools in similar contexts, standards are average in reading and writing and above average in mathematics. Able pupils perform well in tests. They achieve levels that would be expected of them in reading and writing tests and perform even better in the mathematics tests and the teacher assessment for science.

Although the girls perform better overall than the boys, their performance in the tests relative to girls nationally is significantly worse in writing and particularly in reading. This has an adverse effect on the full results attained. This tendency has become increasingly apparent over the last three years.

The standard of work seen was at least sound in all subjects. It was good in information and communication technology, music and design and technology. Pupils achieve well throughout the school and sensible targets have been set so that this progress can be maintained.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes. They like school and are keen to contribute in lessons and participate in other activities.
Behaviour, in and out of classrooms	Good. Pupils behave well around the school and in lessons and assemblies. School property is well cared for.
Personal development and relationships	Relationships throughout the school are very good. Pupils are friendly and work and play together well.
Attendance	Levels of attendance are well below national average. The school is continuing to work hard on strategies to overcome this but so far has achieved limited success.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very Good	Good

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

The planning for lessons is consistently very good with clear objectives. Teaching assistants make a very good contribution to the pupils' learning and the teachers use them very effectively.

The skills of literacy and numeracy are soundly taught. The teaching is well targeted at all pupils, including those with special educational needs who often benefit from specific support in small groups. More challenging work is often set for the more able pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, offering the pupils a good range of worthwhile learning opportunities. Learning is enhanced by a very good range of extra-curricular activities, by school visits and by many visitors.
Provision for pupils with special educational needs	Pupils are well supported by teachers, teacher assistants, the headteacher and governors. Classroom planning is good and expectations are appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' spiritual, moral, cultural and social development is very good overall. The provision for cultural development is excellent, with regard to both traditional British culture and the multi-cultural diversity of Britain today.
How well the school cares for its pupils	There are good arrangements to ensure pupils' safety and welfare. Staff value pupils and there are effective systems to support their personal development. The school works effectively with parents. It has made good efforts to involve them but has not always received the response merited by these efforts.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, clear and effective leadership and is well supported by key members of staff.
How well the governors fulfil their responsibilities	The governors fulfil all their statutory responsibilities and take an active part in school life.
The school's evaluation of its performance	The school has evaluated its performance thoroughly and identified key areas for development.
The strategic use of resources	The school is making effective use of its resources.

The school has very good accommodation and is well resourced and staffed. It applies effectively the four principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved

<ul style="list-style-type: none">• Teaching is good.• Their children like school.• They would be comfortable raising any question or concern.• The school has high expectations.• The school helps pupils to become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside lessons.• Information about pupils' progress.
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The inspectors agreed with the positive views expressed at the parents' meeting and by the questionnaire returns. They judged that the range of activities provided outside lessons was actually very good for an infant school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils are tested on a range of skills soon after starting nursery. It is clear that the general standard is below average, particularly in the development of the skills of speaking and listening. By the age of five pupils, are in line to meet the Early Learning Goals. This reflects significant progress as a result of consistently very good teaching.
2. In the 2001 national tests at the end of Key Stage 1, standards, based on the average points score, were below the national average in reading and writing and broadly in line with the national average in mathematics. The standards have been similar for the last three years.
3. However, when these results are compared with schools in similar contexts, standards are average in reading and writing and above average in mathematics. In 2001 higher attaining pupils reached comparable standards in reading and writing to those of schools in similar contexts, while the percentage of pupils attaining the higher level, Level 3, is better in the mathematics tests and teacher assessments of science.
4. Although the girls perform better overall than the boys, their performance relative to girls nationally is significantly worse in writing and reading in the national tests. This has been the case from 1999 – 2001 and the trend is downward.
5. The current standards of work are good in information and communication technology, music and design and technology. Standards are average in the key subjects of English, mathematics and science, reflecting the findings of the last report. Standards are sound in all other subjects and the work in religious education meets the expectations of the locally Agreed Syllabus.
6. Overall these findings reflect an improvement on the last report and the general level of achievement is good when related to the standards achieved on entry to the nursery. Those pupils with special educational needs are benefiting from well targeted support to make good progress. The few pupils for whom English is an additional language receive specific guidance from the Lincolnshire Ethnic Minority Achievement Service so that they achieve well related to their initial difficulties. Sensible targets have been set for the future, which should maintain the current progress.
7. The girls' relatively low test results are not reflected in their current work. Nevertheless, test information shows that the girls enter both the nursery and reception with levels of attainment, which are well above boys. This gap is significantly narrowed by the end of reception and is only partially explained by an improvement in the boys' attainment. It is reasonable to conclude that girls' standards could be better.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes to learning. At the beginning of the day they settle down quickly to productive work, are able to concentrate and are keen to answer questions and contribute their experiences, for example during circle time in reception, when they discussed what they had done during the day. They say that they enjoy school and their parents overwhelmingly confirm this.

9. However, despite this enthusiasm, levels of attendance for both boys and girls are well below national averages in all year groups. There are a number of reasons for this, including holidays being taken in term time, a somewhat transient school population and a small number of families who are not committed to sending their children to school. The school is currently involved in several initiatives to improve attendance.

10. Behaviour is good, reflecting the success of the school's policies to reward and celebrate good conduct. Pupils behave well in lessons, assemblies and in the dining hall of the neighbouring school where some go to lunch. The behaviour of Year 1 pupils walking around the town as part of an extended local history lesson was impressive. The pupils are polite and friendly and the school site and property, including extensive high quality corridor displays and new play equipment, are treated with respect and well cared for. Exclusions are rare.

11. Relationships are very good. Pupils are sympathetically cared for by staff and their achievements are celebrated around the school in various displays and photographs. They play together well and pupils with special educational needs, or from ethnic minority backgrounds, are fully integrated and included by others in all activities. Even the youngest nursery children readily share equipment.

12. Pupils are encouraged to develop a sense of responsibility. The school has been actively extending the range of opportunities for them to do this. A school council has been set up which has made decisions about play equipment and corridor monitors. There are many educational visits and extra curricular activities, which are well supported. In lessons pupils are encouraged to learn by experimenting and developing independence.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good throughout the school. The teaching is always at least sound and in 83 per cent of lessons it is good or better. The teaching is very good in 26 per cent of lessons. This is a clear improvement on the last inspection when eight per cent of the teaching was unsatisfactory and only 42 per cent was good or better.

14. In the Foundation Stage the quality of teaching is very good overall. It is particularly effective in the nursery, which enables pupils to make significant progress in their early years of school. There is a noticeable sense of teamwork throughout the Foundation Stage as teachers, teacher assistants and parent helpers work closely to promote good learning. Their expectations of behaviour and achievement are suitably high and they have a clear understanding of the needs of young children.

15. The quality of teaching for pupils in Key Stage 1 is good. The management of pupils remains effective and relationships are soundly based to promote the pupils' learning. All teachers are firm but have a pleasant manner with the pupils taking a keen interest in individuals. There continues to be a very effective emphasis on the development of phonic skills.

16. The skills of literacy and numeracy are soundly taught to the principles of the relevant national strategies. A major strength of the school is the quality of the contribution of teacher assistants who are well organised to give invaluable support to small groups of pupils with specific needs. This is particularly the case for those pupils who have special educational needs, for whom provision is consistently good. The more able pupils often receive challenging tasks to extend their understanding. The teachers' planning is consistently very good and clear objectives are set.

17. Good classroom planning and the work of teaching assistants ably support the sixteen percent of pupils who need additional school support under the new code of practice for special educational needs. Support could be further enhanced through the adoption of indicators of performance levels below level one of the national curriculum. Expectations are high and children are encouraged to participate, conform and improve. Good behaviour is further promoted through the calm approach taken by adults across the school whereby unsuitable behaviour is quietly disapproved of and praise given for appropriate behaviour.

18. Individual education plans for the four children with statements of special educational need have an appropriate range of objectives and designated activities. These are reviewed termly and inform the annual review of the statement. Progress is recorded in detail and it is clear that parental involvement is sought at every available opportunity.

19. The least effective feature of the teaching is that sometimes the plenary session is too brief and hurried, so that key learning objectives are covered too superficially. Although pupils' work is regularly marked, assessment information is not always used sufficiently in the foundation subjects to guide future learning.

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

20. The school's curriculum provides a good range of worthwhile learning opportunities and prepares the pupils well for the junior school. Curriculum planning has improved since the previous inspection, a key issue of which was to complete schemes of work for all subjects. These are now firmly in place. Long term plans are soundly based on guidance provided by the national strategies for literacy and numeracy, which the school is implementing satisfactorily, by the Qualifications and Curriculum Authority and by some commercial schemes. The teachers plan very carefully for the work each term and each week. The teachers in each year group plan very closely together, so that pupils in parallel classes cover the same work. Total weekly teaching time more than meets national recommendations for pupils of this age. There is an appropriate emphasis on the teaching of English and mathematics, but without detriment to other subjects. The school meets its obligations to provide a daily act of collective worship. Religious education conforms with the requirements of the locally Agreed Syllabus. The teachers set regular weekly homework in English and mathematics and occasionally in other subjects.

21. There is a very good range of extra-curricular activities. 31 pupils were observed attending a lunchtime recorder club for Year 2 pupils. Other lunchtime opportunities for these pupils include choir, poetry and camera clubs and there is a weekly after-school football club. There is a dance and movement club for pupils in Year 1 and a basketball club for pupils in both year groups. The teachers enhance the curriculum further by organising worthwhile visits to Snipe Dales Country Park and to localities within Skegness and by making good use of the knowledge and expertise of visitors.

22. The school makes good use of the community to enhance learning. Staff from Grimsby Town Football Club run the weekly football club. The school nurse has just started a weekly surgery for parents and children in order to discuss family health issues. The school participates in an effective family literacy scheme. As part of the Healthy School initiative, two local garden centres and the Countryside Commission have donated trees for the school grounds and a local supermarket has donated produce. Local visitors to the school include the community police officer, fire brigade and librarians. A nurse has spoken about her work at Skegness Hospital.

23. Links with the junior school are better now and continue to develop. Pupils' records are passed on. Year 2 pupils have the opportunity to visit the junior school in the summer term and junior school staff also come and talk to them. Pupils from both schools can attend an after-school Kids Club and will be able to attend a proposed breakfast club. Good links with the grammar school enable the pupils to have a cooked lunch there.

24. Provision for the pupils' personal, social, health education and citizenship (PSHCE) is very good. The co-ordinator has developed a clear policy and scheme of work. Each class has specific PSHCE sessions, in which relevant issues are discussed. The need to maintain a healthy diet and personal hygiene is also addressed in science lessons. The school has just become the first in Lincolnshire to gain the Healthy School Award and is justly proud of this achievement. There are clear policies for sex education and for drugs education. The teachers answer questions about human growth and development openly and honestly as they arise. They make the pupils aware of the fact that all medicines are drugs and must be used carefully. The school nurse helps with this teaching. The pupils can record out of school achievements in a useful booklet.

25. Provision for the pupils' spiritual, moral, social and cultural development is very good. This is an improvement on the previous inspection, which judged it to be sound. The school has a welcoming, positive atmosphere and stimulating displays succeed in creating in the pupils a sense of awe and wonder in learning. The teachers celebrate pupils' best or special work in classrooms and corridors. Assemblies make a very good contribution to the pupils' spiritual development, through themes such as the coming of spring, friendship, helping and talents.

26. There are clear policies for behaviour and bullying and teachers make the pupils well aware of their high expectations of good behaviour. Pupils' positive effort and behaviour are appropriately rewarded through a system of star charts, star of the week and special awards. Some pupils with behavioural difficulties are set helpful targets for improving behaviour.

27. The previous inspection found that there were few opportunities for the pupils to undertake responsibilities around the school. This is no longer the case. Pupils help with classroom tasks and Year 2 pupils have additional responsibilities in corridors, cloakrooms and library and with book boxes. Some pupils have the opportunity to participate in some decision making as members of the School Council. For example, they helped to suggest ideas for new playground equipment. The pupils are encouraged to think of others. The choir has sung at the Skegness Day Centre, the local branch of Arthritis Care and at the Rotary Club's Christmas concert. The pupils have supported some national charities. They develop social skills by taking part in Christmas Nativities and in class assemblies. During the inspection, a Year 1 class performed Snow White and the Seven Dwarfs for parents. The teachers encourage respect for the environment and for pets and all living creatures. The teachers encourage the pupils to work well together in groups.

28. Provision for the pupils' cultural development is excellent. Theatre groups, authors, storytellers and musicians have visited the school. The pupils learn about the work of famous artists such as Lowry and Monet. They participate in a Book Week and they visit Skegness Library, where they learn how it can help with their homework. They take part in a school 'Victorian Day' and they visit Church Farm Museum and Grimsby's Fishing Heritage Museum in order to support work in history. Visits to St Matthews Church support work in religious education (RE). The pupils learn about cultural diversity in Britain and the world. In RE, they learn about the customs and beliefs of some major world religions. They recently celebrated the Chinese New Year. Stimulating displays make the pupils aware of aspects of life in India and of African art. An African dance and music group visited the school quite recently and the school has its own collection of musical instruments from around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. There is good provision for the care and welfare of pupils and the school has taken the necessary steps to ensure that they are educated in a safe and secure environment. Child protection arrangements are effective. Senior staff have been trained, appropriate procedures are in place and there is good liaison with the other agencies involved. Health and safety legislation is complied with. A recent external health and safety audit found no major areas and some risk assessments, for example on school trips, have been completed. In other areas these are still being developed.

30. Attendance levels are well below national averages and remain so although the school has been active in reviewing measures to combat this problem. Attendance is accurately recorded using recently introduced systems for the electronic completion of registers. Unexplained absences are now followed up on the first day and there is close liaison with the Education Welfare Officer who visits the school regularly. Closer monitoring is enabling the school to identify patterns of poor attendance so that measures to work with pupils and their families can be introduced at an earlier stage.

31. There are good arrangements for monitoring the personal development and behaviour of pupils. In the Foundation Stage, assessments relating to personal and social behaviour are carried out half termly. Assessment continues as pupils progress through the school and details are included in the annual reports to parents. For pupils whose behaviour gives cause for concern "pastoral support plans" are devised, incorporating targets and rewards, and parents are involved in this process. Teaching assistants provide additional support for pupils with identified needs. The process is underpinned by good liaison between staff who know the pupils well and are skilled in spotting problems.

32. There are sound systems for the monitoring and recording of academic progress in English and mathematics. Pupils take a variety of nationally recognised tests and the school has developed its own systems to set individual targets for literacy and numeracy. Individual pupil portfolios, incorporating examples of work, have also been introduced and follow pupils as they move between classes. In science, assessment is based on regular topics of investigation. However, in most other subjects assessment arrangements are less well developed. There is limited use of information technology for recording and monitoring. Pupils do receive additional support but the effectiveness of how this is organised depends on systems operated by the individual class teacher and discussions between staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school has worked hard to develop and maintain strong and effective links with parents. Parents express some very positive views about the school and feel comfortable about approaching it with problems or queries. When parents bring or collect their children, staff are readily available to discuss issues on an informal basis.

34. There are good channels of communication including newsletters and regular meetings. Each term details of what pupils are working on in every year group are sent home and the annual reports on progress are detailed and informative, with opportunities for parental responses. Parents are regularly invited to special assemblies, such as a Year 1 class production of "Snow White", and other events including a Victorian school day.

35. Each year the school organises short workshops on literacy and numeracy and has produced a number of booklets for parents advising them how to help their children with reading and explaining the targets which pupils are working towards. A major initiative has

been the introduction of Family Literacy Courses where parents work alongside their children in a structured way to develop their skills. All these activities reflect the concern that the school has to increase parents' involvement with their children's learning, although the response has in some cases been variable. The fact that attendance and punctuality remain issues for a number of pupils does indicate that, despite the schools best efforts, there remains a lack of commitment by a group of parents.

36. However, those parents who do get involved have had a significant impact on extending the range of learning opportunities in the school. Their fundraising has been used to pay for visiting theatre groups, writers and artists who come in to work with pupils. Their willingness to help with supervision on trips has meant that groups can regularly go out into the locality to study local history and geography. A number of parents also give valuable help in school with reading and practical activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The headteacher offers good leadership and is effective in shaping the direction of the school. She is ably supported by key staff and governors. There are very good relationships within the school, a strong sense of teamwork among all the staff and a deep sense of pride in the school. The school is committed to improving further as evidenced in the Basic Skills Award and Investors in People award.

38. The school undertakes substantial analysis of the national test and other attainment data. The conclusions are used well to identify groups of pupils for extra support. The schools monitoring procedures of teaching are strong in the core subjects and are beginning to be developed in other subjects.

39. The School Improvement Plan contains a wealth of information and clearly identifies priorities for improvement, although stronger links could be made to budgeting. Also in some instances the success criteria specify tasks rather than targets. Clear monitoring takes place in the form of a subject audit, work scrutiny and lesson observation in the core but less frequently in foundation subjects.

40. The governors are keenly interested and give effective support to the headteacher. They have a clear understanding of the strengths and weaknesses of the school and work alongside the headteacher in shaping its direction through a suitable committee structure. They are kept well informed by the headteacher about what is happening in the school. The Governing Body monitors the progress of the school through the analysis of test results, challenging the headteacher at meetings and regular school visits. Parents were unanimous in their support for the leadership of the school at the parents' meeting and in the pre-inspection questionnaire. The governors fulfil their statutory duties. This is an improvement on the last inspection. In addition, policies are now in place for all subject areas.

41. The school has an appropriate number of teachers whose experience and qualifications match well the needs of the National Curriculum. They are suitably deployed and function well as a team. The teaching assistants work well under the planned direction of the teachers. Good levels of staffing ensure that pupils with special educational needs receive good quality support. Induction procedures, including mentoring for new governors, are satisfactory. Performance management is monitored by the Governing Body and is beginning to work effectively.

42. The overall range and quality of learning resources is good and the school makes effective use of them. They are well matched to pupils' age and needs. Since the last inspection, accommodation has improved dramatically and is now very good, both inside and

outside the school where further improvements are planned. The accommodation is extremely well maintained. The learning environment is further improved by the quality of the display in the school, which is very good. Resources in information and communication technology have improved since the last inspection and further improvement is planned.

43. Financial management is sound. The school has acquired resources efficiently in recent years. It is planned to use the large surplus to the budget in the current financial year and this should not be allowed to accumulate again. The findings of the last audit report have been acted upon. The Chair of Finance is knowledgeable and understands the financial system well. He monitors it with the Governing Body regularly. Care is taken to obtain value for money by a rigorous tendering process and comparison of costs, which has resulted in the school employing its own groundsman and sourcing its own caterers. The principles of Best Value are applied effectively. The day-to-day management of the school is efficient and effective.

44. The income received for each pupil is above average. However, a wide range of indicators, including the good quality of teaching, the improvement since the last inspection, the good quality of the leadership, the progress the pupils make and the quality of the learning environment, show that the school is effective. Therefore, overall, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. In order to raise standards further, the school should:

- **Improve girls' test results in reading and writing (Paragraphs 4, 7 and 57) by:**
 - *identifying clearly the specific skills in which girls make least progress;
 - *outlining strategies to improve these skills further;
 - *implementing the strategies and monitoring their effectiveness;
- **Improve attendance levels by developing further procedures for monitoring and targeting pupils with poor attendance records (Paragraphs 9 and 30);**
- **Extend the use of whole-school assessment procedures so that pupils' progress is more accurately measured in the foundation subjects (Paragraphs 19, 32, 93, 107 and 111).**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

46

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	26	8	0	0	0
Percentage	0	26	57	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	78	247
Number of full-time pupils known to be eligible for free school meals	-	72

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	9	37
Number of pupils on the school's special educational needs register	-	4

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	16
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

%

Unauthorised absence

%

School data	8.4
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	51	37	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	41	46
	Girls	29	30	34
	Total	70	71	80
Percentage of pupils at NC level 2 or above	School	80(75)	81(79)	91(91)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	46	44
	Girls	29	33	29
	Total	70	79	73
Percentage of pupils at NC level 2 or above	School	80(76)	90(89)	83(87)
	National	85(84)	89(88)	89(88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	-
Black – other	3
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	243
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	23.4 : 1
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	258.7

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39 : 1
Total number of education support staff	3
Total aggregate hours worked per week	112.5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	2	-
Other minority ethnic groups	-	-

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

Financial information

Financial year	2000/01
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	£
Total income	622,210.0
Total expenditure	582,670.0
Expenditure per pupil	2,118.0
Balance brought forward from previous year	55,150.0
Balance carried forward to next year	94,690.0

Number of pupils per FTE adult	9.75 : 1
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FTE means full time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	18	1	0	0
My child is making good progress in school.	69	28	1	0	2
Behaviour in the school is good.	44	46	6	0	3
My child gets the right amount of work to do at home.	41	42	10	1	5
The teaching is good.	71	26	1	0	2
I am kept well informed about how my child is getting on.	38	43	14	1	3
I would feel comfortable about approaching the school with questions or a problem.	71	23	3	1	2
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	41	47	9	0	2
The school is well led and managed.	58	36	1	0	5
The school is helping my child become mature and responsible.	59	39	1	0	1
The school provides an interesting range of activities outside lessons.	26	37	13	3	21

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

46. The standard of provision for children in the Foundation Stage has improved significantly since the last inspection although, even then, it was found to give children a sound basis for their education. Teaching and learning in the nursery and reception classes are now a strength of the school, contributing strongly to the development of children in the two year groups. The commitment of the hard working staff to improve the provision has had a profound effect on the quality of the curriculum offered, although the full impact of the new early learning goals has still some way to go in reception to be of full benefit. Teaching in both year groups is never less than satisfactory and is often very good. It is consistently so in the nursery. Classroom assistants are very effectively deployed in their role of supporting children's learning in structured activities and children make good progress because of a co-ordinated and thorough approach. Planning is of a high standard, incorporating an appropriate curriculum that covers all the early learning goals for children of this age. Very detailed records are kept of children's progress. Although most children enter school with below average attainment in the vital areas of language acquisition and social skills, most are likely to achieve all the early learning goals expected for this age group in each of the six areas of learning by the time they leave the reception class.

Personal, social and emotional development

47. There is a sensitive induction process for children entering both year groups, with an appropriate involvement of parents. Children enjoy coming to school, following the expected routines of the day with confidence and enthusiasm. Behaviour is always good. Positive relationships ensure that children feel valued and secure. Classrooms are stimulating and equipment is of a high standard, encouraging children to explore and learn through the many activities set out for them. They work and play well together, sometimes helping each other.

Communication, language and literacy

48. The children make good progress during the two years, although the more advanced girls are not offered sufficiently challenging opportunities in reading and writing to develop their full potential.

Children in nursery generally listen well to their teachers and to each other. They respond willingly and they are encouraged to offer suggestions during the imaginatively structured story and topic times. Adults question well, so that children in both year groups have to think about their answers. There is good emphasis on speaking and listening in the curriculum for both year groups, but the formal literacy hour has been introduced too early for some reception children to benefit fully. The children join in well with rhymes and songs, and there are many good role-play activities with excellent intervention by adults .

49. Records are kept of children's reading progress, with useful comments in home-school diaries. Most children in reception, including those with special educational needs or for whom English is an additional language, know some letter sounds. A few are beginning to use this knowledge to build unfamiliar words. Children in both year groups enjoy books, enthusiastically recounting stories and talking about the characters, but higher achieving children are capable of reading more challenging material and making faster progress in developing their reading.

50. Progress in writing is generally average. Writing is of a good standard overall, but the content is limited even for the higher achieving children. Many reception children need their teachers to write for them, although a few are able to form simple sentences.

Mathematical development

51. There is a strong emphasis on appropriate mathematical development throughout the Foundation Stage. Planning is very good, incorporating the national strategy for numeracy into the curriculum for reception children. Appropriate activities related to key learning are available for children to choose from during mathematics sessions. For some children the lesson structure is too formal but, overall, good teaching strategies encourage children to think about numbers and mathematical language in many of the group and whole-class sessions. Nursery children are able to count to five, and can recognise some numerals. They learn about opposites, such as “rough” and “smooth”, and “big” and “small”. Reception children can count to ten and beyond and learn strategies for counting-on when joining groups of objects. More able children learn how this relates to addition. Teaching assistants effectively reinforce these concepts with appropriate games, such as snakes and ladders. Children with special educational needs are well supported in both year groups.

Knowledge and understanding of the world

52. Nursery children are given many opportunities to explore the world about them and develop their curiosity. The well-developed home corner provides a useful stimulus. Scientific phenomena, such as floating and sinking, are investigated. The children are encouraged to suggest reasons why things happen and are shown simple ways of recording their observations systematically. There is a wide range of construction equipment. In Reception, well chosen themes, such as a veterinary practice, provide effective vehicles for increasing vocabulary or developing health concepts. Children in both year groups use the computer with confidence, using the mouse to interact appropriately with the programme.

Physical development

53. Children make good progress in this area through the many appropriate opportunities to develop their skills and understanding. The curriculum planning for the nursery includes precise guidance in how best to exploit the facilities available. The apparatus room is well-resourced and there is a suitable enclosed playground. Children can climb, run and pedal, and enjoy using bats and balls in play. Teachers supervise and monitor progress well, but some opportunities are missed because there is very little direct teaching during outdoor playtimes. The children have good pencil control, and manipulate scissors or small shapes well. They demonstrate good control of their movements, and use space appropriately. Reception children have too few opportunities to use large play apparatus, such as that available in the nursery, and would benefit from closer collaboration between the two year groups in this regard.

Creative development

54. Provision for this area of learning is very good. Music provision in reception is particularly good, enabling children to play a range of instruments, learn about rhythm, pitch and dynamics, and record their compositions. Nursery children join in rhymes with enthusiasm and are able to select from a range of familiar songs. When painting family portraits, they take care with detail, offering clear explanations for the use of different colours. Reception children are encouraged to observe detail closely in their modelling. The teachers help the children evaluate the effectiveness of their movements in dance.”

ENGLISH

55. Standards in English are average by the time the pupils leave the school which reflects the findings of the last report. This represents good progress when compared with the children's below average language skills on entry to the nursery. The percentage of pupils achieving the expected level in the national tests is closer to the national average in writing and reading than at the time of the last report.

56. The overall standard in reading and writing when measured by the average points score was below the national average at the end of Key Stage 1 in both the reading and writing tests. However, the percentage was broadly average when compared to schools in similar contexts for both the numbers who obtained the expected level and those who attained the higher level in the 2001 National Tests for reading and writing.

57. From 1997 Key Stage 1 results have followed the national trend in writing and improved faster than this in reading. Although girls have performed better than boys for the last two years in both reading and writing, their attainment in tests is significantly below other girls nationally in writing, and particularly, reading. The school's own tests show a similar pattern in reception. Girls' attainment is much better than boys on entry to reception but by the end of reception the gap has been narrowed significantly in phonics and reading.

58. The skills of speaking and listening continue to improve in Years 1 and 2 so that, by the end of the key stage, standards are sound. Their ability to answer questions at length is better than at the last inspection. In plenary sessions they confidently explain what they have learnt and respond enthusiastically to further, probing questions.

59. Standards of handwriting are sound, reflecting the strong emphasis placed upon it. There are regular spelling tests and a consistent approach to the teaching and learning of spelling.

60. Standards of writing are also sound. An able child in Year 2 wrote a sequence of descriptive sentences, correctly punctuated, describing a week of the school holidays. Another pupil compared fireworks to "shiny, red rain". Pupils in Year 2 can properly organise a set of instructions and in Year 1 pupils make good use of their growing confidence with phonics to attempt more difficult words.

61. All pupils read regularly and reading skills are carefully taught. Pupils use a wide range of strategies in their reading to aid their fluency and careful structuring of the reading books available ensures good progression. Pupils with special educational needs and less able readers are given appropriate additional practice, often with teaching assistants. Guided reading sessions are well organised and led. However, few pupils could discuss their reading preferences or compare what they were reading with similar texts. Standards of reading overall, by the end of the key stage are sound.

62. The quality of teaching is always good and occasionally very good. All teachers confidently use correct terms, such as, "phoneme", so that pupils are familiar with them. The basic skills of literacy are taught soundly. There is a consistently effective emphasis on the development of phonic skills. Lessons are well planned, with clear objectives to meet the needs of all abilities. Questioning is often targeted at individual pupils and is frequently both open and challenging. Teaching assistants are usually set specific objectives by the teacher to support the needs of particular groups of children. They are very effective, often showing initiative. Sometimes the teaching is not fully effective because the plenary session is too brief and hurried.

63. The subject is well co-ordinated. There is a comprehensive scheme of work and there are good systems for recording progress. There is clear evidence of the work of pupils in all year groups being carefully monitored and moderated according to attainment levels.–The quality of teaching is systematically monitored.

64. The school has made a considerable effort to involve parents in workshops on reading. Family Literacy has been a recent major programme to give guidance on how parents can help their children.

65. The school is aware of the need to improve girls' relative performance in tests and has set clear targets for the future. It is well placed to sustain the good achievement in pupils' literacy after a generally below average standard of attainment on entry to the nursery.

MATHEMATICS

66. Pupils' attainment at the end of Year 2 is average. In the 2001 standardised test for seven year olds, pupils gaining the higher level, Level 3, achieved above the national average. In comparison with similar schools, pupils' attainment was well above the average. This is an improvement on the standards reported at the time of the last inspection and it has been sustained for the last three years. There is little difference between the performance of girls and boys in the subject.

67. Able pupils in Year 1 can add and subtract numbers up to 10; average pupils can do this with adult support. The less able pupils are secure with numbers up to 5. All pupils have learnt about the measures length, mass and capacity. They can compare two measurements using such terms as "heavier than", "lighter than" and are able to measure length using non-standard units, such as cubes. They can handle money up to five or ten pence, according to ability. The pupils have started to experience data handling using information technology to produce graphs and pictograms.

68. Year 2 pupils have built upon the experiences gained in Year 1 by using larger numbers in developing addition and subtraction skills up to 20 and by doubling and halving numbers. Good use is made of mental activities and number games involving dice and counters. For lower attaining pupils number bonds are less secure. Very little work is done on measurement. Displays and workbooks illustrate pupils' limited knowledge of the simple two and three-dimensional shapes. Higher attaining pupils are able to discuss the simple properties of 3 dimensional shapes. However, pupils generally do not have a secure understanding of shape, space or measurement because insufficient time is allocated to these areas. The scrutiny of work showed that investigation skills in mathematics are not developed fully enough in this age group.

69. Problem solving and investigational work is more in evidence in Year 1 where one class has a daily mathematics problem box and an investigation had taken place on how often a dice would land on six. Homework is given on a weekly basis in both Year 1 and 2 age groups.

70. Most pupils enjoy mathematics; they listen well to instructions, co-operate with each other and settle quickly to the task. They use resources sensibly and take care of them. They show a degree of independence in organising the tasks set for them to do.

71. The quality of teaching is never less than good due to thorough planning including effective differentiation of main task activities, well executed oral, mental mathematics sessions, strong classroom management and teachers' confidence in the subject. Teaching assistants are generally deployed well and make an effective contribution to pupils' learning

by focusing on individual and small group needs. Teachers have a good relationship with their pupils and encourage their efforts, especially in mental sessions when pupils are asked to explain the strategies they use. Work is generally well matched to pupils' capabilities.

72. There has been a clear improvement in the management of the subject since the last inspection when no scheme of work and formal curriculum monitoring were in place. The use of information and communication technology (ICT) was also very limited. The school now has a policy, a scheme of work and a thorough monitoring system; formal assessments take place every half term and a tracking system is in place. ICT is used effectively in some lessons. The co-ordinator has vision and has worked hard to improve the standard of mathematics in the school. She recognises the requirement to raise standards in using and applying mathematics.

SCIENCE

73. By the time the pupils leave the school, standards in science are broadly average, which reflects the findings of the previous inspection. The assessments of the teachers in 2001 indicate that standards at that time were below average at Level 2 of the National Curriculum or above, but above average at the higher level, Level 3. It supports the inspecting finding that there is good teaching, with an appropriate challenge for more able pupils. All pupils, including those with special educational needs, are achieving well. Boys and girls attain equally. Most pupils have positive attitudes towards work. They enjoy practical investigations and they are keen to learn.

74. By the age of seven, the pupils are able to carry out practical investigations into a number of scientific topics, such as food decay, the absorbency of house bricks, light and dark places in school, the melting of materials and the magnetic properties of classroom objects. They can talk quite confidently about their work, but they are much less proficient at recording their findings in writing and with carefully labelled diagrams. They find it difficult to make predictions as to the outcomes of investigations. The pupils know that light comes from different sources and that some materials are transparent, whilst others are opaque. They know that lots of materials go into building a house, but they find it difficult to distinguish between natural and man-made materials. Pupils in Year 1 have a satisfactory understanding of the human senses and of how they have changed since they were babies. They use their mathematics skills soundly to measure their heights and weights and they record these and other personal characteristics in effective 'passports'.

75. It was possible to observe science lessons only in Year 2. Here, the quality of teaching and learning is good, which broadly reflects the findings of the previous inspection. The teachers plan their lessons very well, with extension activities for more able pupils. They ensure that all pupils are fully involved in learning. They use questioning well, in order to make the pupils think and observe carefully. The teachers use teaching assistants effectively in learning. There is little evidence of information and communication technology being used widely to enhance learning. The teachers mark pupils' work regularly and positively, praising them appropriately for effort and careful presentation.

76. The co-ordinator offers sound leadership. A clear policy meets the requirements of the National Curriculum. There is a precise action plan to raise standards further. The co-ordinator has monitored some pupils' work, in order to gain an overview of standards, but there is insufficient monitoring of teaching, with a view to sharing good practice. There are good procedures for assessing and recording pupils' progress and information from assessments is used well to plan work. Teachers' confidence in teaching practical science has improved since the previous inspection. There is a good range of resources. In encouraging collaborative work whenever necessary and in promoting concern for the

environment and for living creatures, the subject is making a positive contribution to the pupils' personal development.

ART AND DESIGN

77. At the end of Key Stage One pupils' level of attainment is good. Pupils explore ideas, collating both visual and other information for their work, and can speak of similarities and differences between their work and others'. They appreciate subtle effects when, for instance, they have mixed a shade differently or thickened paint with coconut or sand to provide a texture. They are encouraged to choose materials and experiment and to use as a stimulus the work of artists, such as Lowry and Monet.

78. Progress is good, with pupils refining and reflecting on their abilities to paint, draw, cut, stick and to represent their feelings and observations. They show an animated interest in both the process and outcomes of lessons.

79. The quality of teaching in art is good. Teachers subject knowledge is strong. They convey the purpose of the lesson clearly, plan carefully and use questioning well. Their enthusiasm encourages pupils to experiment and to persevere. Time is taken to describe techniques and encourage everyone to think and participate to the best of their ability. Pupils with special educational needs are able to benefit fully but there are some instances where they miss an undue amount of time when they are withdrawn from art for support in basic skills.

80. The policy and planning in art are good. Purposeful opportunities are taken to enhance the rest of the curriculum, especially the humanities. These links are handsomely displayed as part of the wide range of art work around the school. The overall standard of display is very high with photographs, collages, printing, sketches and other media represented, including digital prints and other computer-generated work.

81. The subject leader uses her expertise to generate ideas and promote good standards. She is developing a portfolio of pupils' work to exemplify the standards to be expected. There is a good record of the variety of work done in the school. Resources are good

DESIGN AND TECHNOLOGY

82. Standards of attainment at the end of Key Stage 1 are good. Pupils can plan, make and evaluate objects using a wide range of materials suited to the purpose. For example, they made puppets, having selected the fabrics, dowelling and tools for the task. Pupils can produce ideas, modify them and think ahead about the sequence of their work.

83. Progress is good, infant work builds on that of the nursery, with experiments involving wind-up toys through to the use of construction kits and the making of clocks. No lessons were observed during the time of the inspection but pupils talk positively about their work. They describe how they draw plans and experiment in the making of things and are keen to point out the models they have made.

84. Since the last inspection a detailed scheme of work has been produced, enabling continuity and progression. The subject leader has contact with the governor responsible for design and technology and has half a day every three weeks to plan and monitor. This time has been productive, enabling consistent implementation across the school with good cross-curricular links to English, mathematics, science, ICT and art.

GEOGRAPHY

85. Standards in geography at the end of Key Stage 1 are sound. Pupils know how to keep weather records and explain their data handling. They can talk about local features and compare and contrast these with, for example, Struay Island from the Katie Morag stories. They appreciate the differences in building and traffic density.

86. Progress is satisfactory. Pupils are introduced in the nursery to cities, journeys and vehicles. This exploration of the locality is developed with children in the reception classes who study, for example, the fishing and tourism of Skegness. Good use is made of cross-curricular links with art and writing, such as those illustrated by the multi-cultural display of artefacts from India and Africa and the postcard collection.

87. No teaching of Geography could be observed during the week of the inspection. Pupils spoke positively about their interest in the globes, maps and photographs that were on display. They had clearly enjoyed and learned from visits to Skegness, Snipe Dales and Partney Village.

88. The curriculum has benefited from a well-developed scheme of work, put in place since the last inspection. This, combined with a developing monitoring and evaluation system, has enabled continuity and progression. The subject leader provides good leadership and has plans to improve further the assessment arrangements.

HISTORY

89. By the time the pupils leave the school, standards are average, which reflects the findings of the previous inspection. The pupils achieve well and those with special educational needs receive good support and make good progress. Boys and girls attain equally. All the pupils enjoy their history lessons and they are keen to learn.

90. By the age of seven, most of the pupils are beginning to have a satisfactory understanding of how things change over time, although their sense of chronology is limited. They know about some aspects of life in Victorian times, such as children's games and work done by different people. They can compare household tasks, such as the washing of clothes, then and now. The pupils are able to talk about famous events of the past, such as the Gunpowder Plot and the Great Fire of London, although they have only limited ability to record their knowledge effectively in writing. Year 1 pupils look at old postcards, photographs and posters, in order to find out how Skegness has changed as a seaside resort over time. They know that certain features in the town have stayed the same, whilst others have changed or disappeared. They visit Church Farm Museum and learn how farming practices have changed over the years.

91. The quality of teaching and learning is generally good. The teachers make the pupils aware of the need to look in different places for clues about the past. They enrich learning through very stimulating displays of historical artefacts. The Victorian 'sitting room' is particularly appealing. In a Year 2 lesson, the teacher effectively recapped previous learning from a video about Florence Nightingale. The pupils were able to talk quite knowledgeably about her role at Scutari and how she improved conditions for the wounded soldiers. The teacher performed in the role of Florence Nightingale to answer the pupils' questions, helping to establish an authentic atmosphere. Pupils were able to ask searching questions, such as why Florence's parents did not wish her to enter nursing. The teacher made useful links with literacy, asking the pupils to record their findings in the role of newspaper reporters for 'The Nurses News'.

92. All the pupils in Year 1, accompanied by the teachers and many parents, went on a local history walk. One teacher gave a clear introduction to the purpose of the walk and expectations for behaviour. The teachers effectively helped the pupils to understand how features such as the pier, the weather shelter, the clock tower and the Tower Gardens have changed or remained the same over time. They encouraged the pupils to look at things carefully. They made useful links with art; the pupils made sketches of the clock tower, to be used later as the basis for a picture in the style of Seurat. Overall, insufficient use is being made of information and communication technology to enhance learning.

93. The co-ordinator, currently on secondment to the junior school, offers sound leadership. A clear policy meets the requirements of the National Curriculum. Planning is soundly based on guidance from the Qualifications and Curriculum Authority, adapted to meet the school's needs. However, there are no formal, whole-school procedures for assessing and recording pupils' progress. The co-ordinator offers colleagues help and advice as necessary, but there is no monitoring of teaching in order to gain an overview of standards and to share good practice. There is a good range of resources to support teaching and learning. The subject is making a positive contribution to the pupils' personal development. For example, the pupils visit Church farm Museum and Grimsby's Fishing Heritage Museum and they participate in a 'Victorian day'.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Pupils' attainment in information and communication technology is good when compared to that expected nationally. No ICT lessons were seen but the evidence obtained by direct observation in lessons other than ICT, from displays, teachers' plans and through discussions with Year 2 pupils shows that progress is good over time. The standards have improved since the last inspection.

95. The improvement has taken place for a number of reasons. There is a sound scheme of work and good allocation of time to the subject in the form of two thirty minute periods per week. Lessons are well planned. The school has made a heavy investment. ICT has been given greater status with the development of a computer suite with sufficient, good quality, computers.

96. The use of ICT in other subjects was evident in a literacy lesson where pupils of all abilities handled the mouse skilfully when using a spelling program. Pupils use the computer to write and to improve spelling. In Year 2 there are displays of art, problem solving tasks and the use of e-mail to enter a shoe design into a science competition. Pupils show skill in logging on to the computer, mouse control and the ability to switch to different elements in a program, for example, where camouflage pictures were being designed for an animal topic.

97. The ICT co-ordinator is knowledgeable and enthusiastic, with a clear vision for the future development of the subject. Planning is thorough, although assessment and record keeping in the subject are not yet fully in place. Staff are taking part in additional training to improve their knowledge and skill.

MUSIC

98. Pupils' standards of attainment in music are good. They sing confidently, in tune and with an accurate rhythm. The scheme of work covers the listening, appraising, composing and performing elements of music effectively. Pupils of all abilities, including those with special educational needs, make good progress in learning new skills and techniques because the quality of teaching is good.

99. The pupils in the school have a good understanding of the sounds that individual tuned and untuned percussion instruments can make and a Year 2 class experimented with the dynamics and rhythm of several instruments from different cultures. Pupils listen and respond to music well, both in lessons and in worship.

100. Pupils enjoy singing because of the teachers' enthusiasm and gain confidence because of the capable accompaniment on piano and guitar that she provides. The choice of songs and the lesson pace ensures the pupils' attention and positive behaviour. The teachers' planning is good; the medium and long term planning is being reviewed and will benefit from the input made by the subject co-ordinator. The pupils benefit from working with visiting musicians, such as a percussionist, African dance group and brass band.

101. The subject co-ordinator gives good leadership and acknowledges the need to improve colleagues' expertise and make links with communication technology. The school is well resourced with good quality instruments. The school runs a strong recorder group and a choir. Regular monitoring time is given to the co-ordinator who has recently focused on the quality of pupils' singing and revising the scheme of work.

PHYSICAL EDUCATION

102. Standards in physical education are sound and are similar to those reported at the time of the last inspection. Although the full statutory curriculum is provided, it was possible to see only a limited range of activities. In these, pupils make good progress regardless of their abilities. There is good equality of access and opportunity for all pupils, including those with special educational needs who often benefit from the effective support of a teaching assistant.

103. In Year 1 pupils are able to devise movements that match appropriately the mood of the background music and the task they are given. For instance, they were able to move convincingly to represent the wolf and the three little pigs in the story they had read. They can remember and reproduce simple actions, with effective control and co-ordination.

104. Most pupils in Year 2 can run, jump and turn their body around in the air in linked movements. They can sink down as they land from a jump to spin their bodies on the floor. Pupils can perform twisting movements using a number of parts of their body. Most can transfer their weight smoothly from their hands to their feet.

105. The teaching is always at least sound and often good or very good. In the last case, more opportunities are given for pupils to discuss in groups what they are doing and to evaluate the performance of others. Teachers have positive attitudes, which encourage the involvement of all abilities. Teaching assistants often provide valuable support and encouragement to individual pupils. Suitable attention is given in all lessons to the health and safety of pupils, particularly when they are using apparatus.

106. Pupils are enthusiastic and almost always sensible. This was most noticeable when a class of Year 2 pupils were able to set up their apparatus with only a minimum level of adult supervision. Pupils concentrate well as individuals and work co-operatively in groups.

107. The subject is well co-ordinated and there is a suitable policy. A commercial scheme of work forms the basis for most activities. Although lessons link objectives to the scheme of work, there is not yet an assessment system to measure and record pupils' progress. The school has sound resources and accommodation. There is good extra-curricular provision,

with basketball clubs, a football club and a dance and movement club all held outside lesson time.

RELIGIOUS EDUCATION

108. By the time the pupils leave the school, standards are satisfactory, which reflects the findings of the previous inspection. All pupils, including those with special educational needs, are achieving well. Boys and girls attain equally. Most pupils have positive attitudes towards work and they listen attentively. Most of them are keen to answer and to offer ideas.

109. By the age of seven, the pupils can talk about places and people who are special to them and those who help them, in and out of school. They draw simple pictures of how they see God. Sometimes pupils use their literacy skills soundly to write questions to ask God and to write simple prayers, giving thanks for friends and family. The pupils are familiar with some Bible stories, such as the Creation, Jonah and the Whale, Noah's Ark and the Nativity. They are beginning to learn about some basic aspects of Hinduism and Sikhism and they have celebrated Diwali. Year 1 pupils followed up a visit to St Matthews Church by talking about baptism. They asked their parents about the origin and significance of their first names. The pupils discussed friendship and have made some effective little booklets entitled, 'My Helping Hand'.

110. It was possible to observe only two lessons. Overall, the quality of teaching and learning is good. The previous inspection judged it to be satisfactory. The teachers have a secure knowledge of the locally Agreed Syllabus and they plan their lessons very well. They ensure that all pupils are fully involved in learning. Skilful questioning encourages pupils to think and suggest ideas. The pupils are helped to see prayer as a conversation with God. The teachers give the pupils time to reflect on, for instance, good and bad things about the world. Teachers use illustrations resourcefully. For example photographs were well used to help the pupils understand how churches and mosques are special places for Christians and Muslims, respectively.

111. The co-ordinator offers sound leadership. A sound policy meets the requirements of the locally Agreed Syllabus. The co-ordinator has monitored some pupils' work, in order to gain an overview of standards, but there is insufficient monitoring of teaching with a view to sharing good practice. There are no formal, whole school procedures for assessing and recording pupils' progress. There is a good range of resources, including religious artefacts. The subject makes a positive contribution to the pupils' personal development, offering the pupils time to reflect on issues and the opportunity to develop respect for peoples of diverse faiths and cultures.