

INSPECTION REPORT

LEYS FARM JUNIOR SCHOOL

Bottesford, Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117771

Headteacher: Mr E E Gibbs

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 26 - 30 November 2001

Inspection number: 196255

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Boys and Girls
School address:	Park Avenue Bottesford Scunthorpe North Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Borrill
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	P Mathias	Registered inspector	Equal opportunities English as an additional language Mathematics Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
15181	M Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
30590	P Tuttle	Team inspector	Science Information and communication technology Design technology	How well does the school care for its pupils?
22113	A King	Team inspector	Geography History Music	How good are the curricular and other opportunities offered to pupils?
19041	R Linstead	Team Inspector	English Art Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leys Farm is a junior school with 176 pupils on roll, which is smaller than the average size of primary school. It caters for boys and girls between the ages of seven and eleven. Pupils' attainment on entry is generally average. Few leave or join the school at other than the normal times.

No pupils have English as an additional language, which is low, and only one pupil is of non-British background. There are 27 pupils who are considered to have some degree of special educational needs including 18 pupils who are involved with outside specialists for children considered to have special educational needs. Of these nearly half have emotional or behavioural difficulties.

Pupils are from homes where there is a cross section of economic advantage and disadvantage. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. In the previous two years six teachers left the school, often after a short stay and seven teachers were appointed.

HOW GOOD THE SCHOOL IS

Leys Farm has some significant strengths. The quality of teaching is good across the school. The headteacher and deputy headteacher are very committed to the school and work very closely with staff and governors to provide a stimulating, purposeful environment and a wide and interesting curriculum. There is a strong sense of direction and commitment to raising individual pupils' achievement through the use of national and local data. In the national assessments since 1996 results have been above or well above average until 2000 when they fell to below average when compared to schools nationally and well below average when compared to schools considered broadly similar. This decline is closely linked to difficulties the school experienced in recruiting and retaining good teachers. There is strong evidence to suggest that results in 2001 have recovered and in English, mathematics and science are above average. The overall trend of improvement, setting aside the 2000 results, is positive and many pupils achieve higher standards than those predicted for them to achieve. Leadership and management are good. The school gives good value for money.

What the school does well

- The teaching for pupils across the school is good and leads to high standards.
- Pupils achieve well from an average starting point.
- Standards in English, science, history, geography and art are above average.
- Pupils' personal development and attitudes are good and provision for pupils' moral, social and cultural development is a strong feature.
- Provision for and the impact of the school's procedures for monitoring academic performance are very good.
- The leadership of the headteacher and deputy headteacher is very good and there is a strong sense of purpose to the work of the school.

What could be improved

- A minority of pupils does not respond positively enough to the school's behaviour and personal, social and health education policies.
- Teachers do not plan for or teach the skills of information and communication technology consistently in other subjects.
- Some subject co-ordinators do not have planned opportunities to visit classes to look at the success of teaching and learning and in the light of what they see help teachers raise standards further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in June 1997 the standards achieved by pupils were very good, the quality of education provided by the school was very good, the school's climate for learning was very good and the management and efficiency of the school were very good. Since then the school has made steady progress overall and has addressed nearly all of the key issues for improvement indicated in the previous report. These were to do with teachers' subject knowledge, attainment in information and communication technology and the role of co-ordinators. There is still work to do, however, in planning and teaching the skills of information and communication technology in other subjects and in putting into effect the school's intentions to increase the role of subject co-ordinators. Progress in addressing these issues has been hindered by difficulties in establishing a settled and effective teaching staff. This has only recently been achieved.

Standards in the national tests for eleven year olds in English, mathematics and science were well above average between 1996 and 1999. The trend of improvement was impressively high. However, in 2000 results slumped to below the national average in English, mathematics and science. Since then the picture is brighter. The 2001 assessments for eleven year old standards in English, mathematics and science have risen.

Currently in classes in mathematics standards are average where they were above average. The school is working hard to rectify this, for example, by targeting pupils for additional help.

The quality of teaching is good overall and is slightly better than at the time of the last inspection. The leadership and management of the school by the headteacher and deputy headteacher remain a strong feature. The school is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	D	B	B	well above average A above average B average C below average D well below average E
mathematics	A	D	B	A	
science	A	D	A	A	

This table shows that standards in the tests in the last three years have generally been well above average until 2000, The decline in 2000 was closely linked to a lack of a settled and effective teaching staff in the previous two years. Results in 2001 have returned to well above average standards previously achieved.

In classes standards in English are above average. Although pupils read and write well they only reach average standards in speaking and listening. In science standards are above average. In mathematics standards are average. In art standards are well above those expected. In history and geography standards are above expected levels. In information and communication technology, design technology, music, physical education and religious education standards are at expected levels. Standards in literacy and numeracy reflect the same pattern as in English and mathematics and the school is currently giving close attention to raising standards in mathematics. The pattern of improvement in

standards at the end of Year 6 in English, mathematics and science, allowing for the dip in 2000, is just below the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Generally good. Many, but not all, pupils concentrate well and have positive attitudes.
Behaviour, in and out of classrooms	Satisfactory. A small minority of pupils do not always give of their best or follow their teachers' instructions willingly.
Personal development and relationships	Satisfactory. On the whole, relationships between pupils and their teachers are good and there is a strong commitment of care and concern shown by staff. However, this is not always reciprocated by all pupils.
Attendance	Good. Procedures are thorough. Absences are followed up rigorously.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	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 standard of teaching is good with no unsatisfactory teaching. The teaching of English is good and teachers have a good understanding of the literacy strategy. The teaching of mathematics is satisfactory and all teachers plan carefully in similar ways to meet the objectives of the numeracy strategy. Teaching and support for pupils with special educational needs are good and these pupils learn well and play a full part in their lessons.

Where teaching is very good, the teachers plan thoroughly, lessons begin purposefully and at a brisk pace which is maintained throughout the lessons. There are very good questioning skills shown by the teachers, the teachers acknowledge pupils' contributions warmly, resources are carefully organised to illustrate a point or to make a subject come to life.

Where teaching is satisfactory but has some weaknesses, opportunities are missed to set targets for pupils to achieve, the pace of lessons is allowed to slow unnecessarily and insufficient time is available to complete the work intended. Generally teachers do not give enough emphasis in their plans for the teaching of the skills of information and communication technology in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good - there are good opportunities for all pupils to take a full part in the curriculum. The school plans purposefully to ensure that the curriculum is wide and interesting and meets statutory requirements. However the school does not give sufficient emphasis to including the skills of information and communication technology in other subjects.
Provision for pupils with special educational needs	Good - work is carefully matched to these pupils who are often well supported by teaching assistants. Individual educational plans are well set out and followed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good - provision for pupils' moral, social and cultural development is good. Provision for spiritual development is satisfactory. There is a good range of activities outside the taught curriculum including team games.
How well the school cares for its pupils	Procedures for monitoring and supporting pupils' academic performance, particularly in English, mathematics and science are very good. Provision for monitoring personal development is good as are procedures for child protection and ensuring pupils' welfare. Procedures for monitoring attendance are good.
Partnership with parents	Good. Links with parents are strong. Parents are well informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide a dedicated and thoughtful lead to the school which emphasises the importance of the aesthetic dimension as well as a strong commitment to high attainment in all subjects. There are very good arrangements to evaluate pupils' performance. There is a very positive atmosphere in the school where all staff have a strong desire to provide a good education for all pupils, and are well supported by the senior staff to achieve this.
How well the governors fulfil their responsibilities	Governors are well informed and fulfil their duties well. The school development plan is put together carefully and has clear indicators for the governing body to judge the success of its decisions.
The school's evaluation of its performance	There are extensive procedures linked to the detailed information which is supplied by the local education authority to evaluate pupils' performance from national tests and other initiatives. These are used carefully to track progress and to raise standards. Currently, not all subject co-ordinators have had opportunities to look at teaching and learning which is planned to take place in the future.
The strategic use of resources	There are good procedures linked to the school development plan to ensure that spending decisions are cost effective and are good value for money. The school uses grants and additional funds well. The good accommodation is well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• My child likes school.• Good progress at school.• Teaching is good.• High expectations.	<ul style="list-style-type: none">• Behaviour.• The leadership and management of the school.• More range of activities outside lessons.

In response to 177 questionnaires, 56 were returned. The evidence of the inspection confirms the parents' positive views of the school. Parents appreciate the fact that generally their children make good progress and like going to school. They rightly appreciate that teachers have high expectations of their pupils and teach well. Some parents rightly express some concerns about the behaviour of a minority of pupils. The inspection found that the school is very well led and managed by the headteacher and deputy headteacher and the school provides a good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally pupils enter the school with average standards. Standards overall within the school are above average by the age of 11. During the inspection there was no significant variation between the performance of boys and girls. This is reflected in the results of the national assessments of eleven year olds, where boys and girls over the period between 1996 and 2001 have achieved about the same results.
2. The 2000 assessments by the age of 11 are out of keeping with the general trend the school has established since 1996. In 2000 standards achieved in English, mathematics and science were below average when compared to schools nationally. When these results are compared with schools considered broadly similar, standards in English and science were well below average. In mathematics they were below the average for these similar schools. Previously results had been high. In English results peaked in 1998 and were very high. They fell away somewhat in 1999 but were still above average in that year. In mathematics results improved impressively in 1996 and were well above average in 1998 and 1999. In science results rose steeply from an above average base in 1996 and were high in 1999. Overall trends of improvement in the school's performance in the period 1996 to 1999 were above the national trend. In 2000 they fell below.
3. There is strong evidence to suggest that the dip in standards in 2000 is closely related to difficulties the school experienced in recruiting and maintaining a settled and capable teaching staff. Results in 2001 are back to normal in that standards in the latest national assessments for eleven year olds are above average in English and well above average in mathematics and science.
4. The school, with the help of detailed analysis and data provided by the local education authority, scrutinises its performance in these assessments rigorously and uses the information it has to identify areas of strengths and weaknesses and to target individual pupils for specific support. This has a major impact on the school's overall success, for example, the school has improved its performance systematically since 1996 in the English tests although the results were above average in 1996. Over the same period standards in mathematics and science have jumped. The school has reliable information, which shows that the results in 2001 were higher than had been predicted for those pupils. At the time of the last inspection at the end of Key Stage 2, standards in English were above average in speaking and listening and reading and writing. Currently the broad picture is the same, except that pupils now in Year 6 have average attainment in speaking and listening and reach above average standards in reading and writing.
5. Pupils enjoy opportunities to read and are keen to talk to adults about their favourite stories, books and authors. They refer to and find evidence to back up their views. Pupils of all abilities, including those with special educational needs, read by themselves books, encyclopaedias, reference books and information on computers. For example, pupils in Years 3 and 4 read and selected information from Internet educational sites on Tudors. They then used their own words to turn this new learning into text for Tudor newspapers. As a result of such good progress, nearly all pupils reach the reading standard expected for their age by the end of Year 6. Nearly half reach the level above. Library skills are as expected for pupils' ages. They know how

to find subjects within the topic sections in the library area and how to use the book numbering systems to find a particular title.

6. In mathematics standards are average which is below the above average standards observed at the time of the last inspection. This fall in standards is closely linked to difficulties in establishing a consistent and effective approach to the teaching of mathematics in the previous two years. Currently as a result of a new stability within the teaching staff and the teachers' high expectations, standards in Year 6 are beginning to rise. By the age of eleven many pupils understand the value of numbers, they know the relationships between decimals and fractions and are able to express information appropriately using a range of graphical techniques. Some are able to complete more complex work for example in ratios. They are able to measure angles accurately and know the properties of different shapes.
7. In science standards are above average which is the same as at the time of the last inspection. Higher attaining and average attaining pupils in Year 6 make accurate predictions and hypotheses and are able to test these and explain their findings and conclusions. Pupils achieve well in this work and standards are high. Lower attaining pupils also achieve well in relation to their abilities. In further work on materials, pupils in Year 6 of all abilities show a secure understanding of the three states of matter. In one Year 6 lesson, the teacher gave added support to less able pupils and this enabled them to grasp the scientific difference between heating and burning; as a result good progress was made. In a development of their studies on the changes of state of matter, higher attaining pupils know how to distinguish between reversible and irreversible changes, giving scientific reasons for their views.
8. Standards in art are well above expected which reflects the strong emphasis the school places on the aesthetic elements of school life and the skills and expertise of teachers. In history and geography, standards are above those expected and are well supported by careful planning and a wide range of resources.
9. In ICT, design technology, music and physical education standards are in line with those expected and nearly all pupils by the age of eleven will achieve the expected standard in swimming (to swim 25 metres). Standards in religious education are in line with those expected within the locally agreed syllabus.
10. Nearly all pupils with special educational needs make good progress towards their individual targets. However, the progress of a few of these pupils is limited by their negative attitude to work and to their teachers. The progress of pupils with statements of special educational needs is also good. This is because they get good quality support.
11. Since the last inspection progress in raising standards has been good in art and geography. In English and science standards have been maintained at an above average level. In mathematics, currently standards are lower than they were and the school is working hard to address this. In music, physical education and religious education the picture is the same as at the time of the last inspection. In the last inspection report no judgement was made about standards in history. Currently they are high. The school is well on the way to meeting the targets it is setting for itself in English and mathematics.

Pupils' attitudes, values and personal development

12. Since the last inspection most pupils have maintained a good attitude towards school but there has been some deterioration in the quality of behaviour. Although many pupils

behave well there are a small number whose behaviour causes some disruption during lessons. This confirms the concerns of some parents who feel that the school's behaviour policy is not always well implemented to deal with the small number of problem pupils. Most pupils, including those with special educational needs, are keen to learn and they benefit from being involved in a range of activities. Nearly all pupils are enthusiastic about school and many speak confidently about their learning and involvement in activities. They understand the "displayed Golden Rules", and many of them respond positively and willingly to the school's expectations of self-discipline.

13. The school is a pleasant and generally orderly environment where most pupils work and play well together. All staff and adults in the school act as good role models. During lessons most pupils are keen to answer questions and to contribute their ideas and observations. The majority of pupils listen well to their teachers and to each other. In some lessons and even when the quality of teaching is good there are a small number of pupils who find it difficult to sit still and listen quietly. This has a negative effect on their progress. In most lessons, once pupils have settled down to work, they are able to concentrate well work independently and produce a satisfactory amount of work.
14. Behaviour is satisfactory, and nearly all pupils know what is expected of them. In all classes there is a small number of pupils whose behaviour is often challenging and disruptive even when teachers are working hard to interest them in well planned and interesting topics. Through the school's positive ethos, nearly all pupils know the difference between right and wrong, and most demonstrate good self-discipline. Pupils are polite and very friendly towards visitors, willingly holding doors open and offering to help. The new provision for personal and social education is not yet well established. Most pupils show respect for other people and for property. During the inspection no incidents of bullying or harassment were observed. During the last academic year there have been no permanent exclusions.
15. Relationships amongst pupils and between pupils and all adults in the school are satisfactory. Pupils with special educational needs take a full part in their lessons and all pupils are familiar and confident with the daily routines of school life. During lessons most pupils share resources willingly and sensibly, and most are co-operative when working in small groups or with partners. Nearly all pupils support each other well in classrooms, at lunchtime and in the playground. However, a small minority of pupils has negative attitudes to other pupils and to their teachers.
16. Personal development is satisfactory. Pupils benefit from the good links the school has with the community and this provides them with a range of new learning experiences. Year 6 pupils confidently serve a meal and talk to elderly visitors at the weekly Luncheon Club held in school. Most pupils are keen to help and are enthusiastic about taking on special responsibilities. For example, they act as classroom monitors and door monitors. In Year 6 pupils take responsibility as reading helpers to assist younger pupils. Pupils enjoy regular visits to places of educational and cultural interest including a residential visit in Year 6. Out of school clubs such as the Chess Club and a range of sporting activities have a very positive effect on pupils' personal and social development.
17. Since the last inspection the level of attendance has remained good. There is no unauthorised absence. The majority of pupils are punctual. Registration and lessons start on time and there is an efficient and well-ordered start to the day. This has a very positive effect on most pupils' attitudes towards school and on their academic and personal progress.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. In five out of ten lessons it was good and in one out of ten lessons it was very good. There was no unsatisfactory teaching. This is a slightly better picture than at the time of the last inspection when in a small number of lessons teaching was unsatisfactory. Most of the teaching staff have been recently appointed. This high standard of teaching has a significant impact on the learning of pupils currently. However, in the previous two years, a high turnover of teaching staff and difficulties the school experienced in finding suitable teachers to replace those who left, had a detrimental effect on standards pupils attained in the 2000 national assessments. In all lessons the teaching of literacy is at least satisfactory and often good. It is well structured to meet the requirements of the literacy hour. Teachers have a good understanding of how to teach reading and writing. The national numeracy strategy is implemented appropriately and all teachers plan and teach these skills in very similar ways, so that pupils know what is expected of them. A particular strength in the teaching of numeracy is the additional support given to ensure that those pupils who are considered capable of achieving above average results are well challenged.
19. Across the school where teaching is very good teachers plan very thoroughly so that they know exactly what they intend their pupils to learn in the time available. This is shared with the pupils so that they work with a clear sense of purpose. Lessons begin briskly and the teachers question clearly to test how much pupils have remembered from previous lessons. The teachers acknowledge each pupils' contribution to the discussions warmly so that all pupils are anxious to take part and for example, try hard to follow the teacher's instructions "to get our brains focused". Pupils are asked to form opinions by the astute way that questions are put so that they are obliged to "agree" or "disagree". As a result they learn how to think critically. Resources are carefully organised to illustrate a point for example, in the teaching of fractions of a whole in Year 3 and good emphasis is given to the importance of neatness in the way work is organised. As a result the standards of presentation of work are high. Teachers take good care to ensure that all pupils including those with some degree of special educational needs are well involved in the lessons and the levels of challenge in the work set match individual pupils' abilities.
20. Teachers have very good subject knowledge, for example, when teaching about the way people lived in Victorian times so that they make their lessons come to life. They have novel ways of introducing topics such as biography writing to older pupils. They make the lessons stimulating by arranging for a good range of visitors to the school and visits to places of interest outside, for example, for professional footballers to talk about their lives as part of Year 6 work on biography.
21. Where teaching is satisfactory but has some weaknesses the teachers miss opportunities to set clear targets for pupils to work hard to achieve. The pace of learning is allowed to slow because too much time is spent in dealing with minor issues of discipline or explaining tasks which are simple. As a result pupils become bored or are easily distracted. Occasionally, because the time available is insufficient, the teacher is unable to complete the work planned.
22. Pupils with special educational needs learn well in most lessons, when teachers match tasks to their individual needs and ensure they have skilled adult support. However, the amount and quality of support for pupils with behavioural difficulties are sometimes not enough to keep them concentrating in group activities. The quality of support for both

brighter pupils and those with special educational needs is otherwise good, and as a result they make good progress.

23. The school makes good arrangements to involve pupils with special educational needs fully on the whole in all lessons and educational activities. The extra help from teachers and assistants in literacy given to a few pupils outside lessons improves their access to learning.
24. The quality of marking is consistently good and teachers assess pupils' work very carefully. This information is very well used to plan work ahead and to identify what pupils need to do to succeed. A particular strength is the emphasis all teachers give to creating an atmosphere and environment where pupils' oral and written contributions are valued. Teachers also very effectively emphasis the aesthetic elements in the curriculum for example, in the careful way pupils' work is displayed. This sets the tone of high expectations to which nearly all pupils try hard to aspire. Appropriate arrangements for homework are in place and there are regular opportunities for pupils to take books home to read.
25. Pupils are generally eager to learn and most try hard responding positively to the encouragement they are given. As a result while many pupils enter the school with average levels of attainment they make good progress reflecting the good quality of teaching they receive.

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

26. The curriculum is broad and balanced with a very good emphasis on art and creative work. It meets statutory requirements. The curriculum is appropriate to the pupils' ages, backgrounds and needs. The provision for pupils identified as having special educational needs is good and provision for any future pupils to learn English as an additional language are appropriate. The strategies for literacy and numeracy are used well to develop the pupils' understanding and enhance their learning. The provision for equality of access and opportunity is satisfactory. There are policies for each of the National Curriculum subjects, the school follows national subject guidelines and the local authority's agreed syllabus for religious education. There are policies for sex education and drugs, and the school adheres to the local authority's curriculum guidance in teaching personal, social and health education.
27. Themes for the curriculum are considered carefully and give good opportunities to link naturally with other subjects, for example, work in art is used to illustrate studies in history and geography. Generally planning of the curriculum is very good. There are detailed medium term plans for each subject. However the school does not give sufficient attention to plan for or teach the skills of ICT in other subjects. Years 3 and 4 are taught in mixed age classes at present, and the school has devised a rotational programme to ensure that all these pupils build systematically in a carefully planned way. There is good emphasis on learning through first-hand experiences, and with this in mind the school has enriched the curriculum by providing opportunities for a theatre group, a puppeteer, a local writer and teacher of movement to visit the school. The school has also funded opportunities to explore Tudor artefacts and costumes, and a small dramatic group also provides experiences linked to work on the Tudors and Victorians. The local authority has provided well-taken opportunities to study a variety of faiths linked to work in religious education.

28. The length of the school day is in line with that recommended and kept by many schools to deliver subjects but at times, due to timetabling weaknesses, some lessons are fragmented. For instance singing sessions occur midway through some lessons in history and some physical education lessons are too short. The school provides a good range of out of school clubs and activities. There are clubs for chess, netball, football, computers, mathematics, recorders and cross-country; the choir meets every week.
29. There is good liaison with local schools. The school follows guidelines from the local authority to ensure a smooth transition for pupils when they go on to secondary school and works closely with that school. A wide range of visits to support the pupils' learning is arranged. The pupils visit Normanby Hall for a Victorian Day, the Fishing Heritage Centre at Grimsby, the Barton Clay Pits Nature Reserve, Scunthorpe Museum and the Sikh Gurdwara in the town. There is a very successful residential trip for Year 6 to Bamburgh in Northumberland. There are good links with the local community, such as a nearby supermarket, food outlets and the local professional football club. The latter offers additional football skills training to pupils in Years 5 and 6 each year, and helps to enrich the curriculum in other ways, for example taking part in English lessons.
30. The overall quality of provision for pupils' spiritual, moral, social and cultural development is good. This makes an important contribution to pupils' personal development, and enriches the curriculum significantly.
31. Spiritual development is satisfactory and is enhanced through assemblies and areas of the curriculum such as religious education, art and science. Religious education lessons make a significant contribution to pupils' spiritual development in terms of knowledge and insight into values and beliefs and their self awareness. The high quality art work which is displayed throughout the school is valued and celebrated promoting pupils' feelings of self-worth. During a science lesson pupils were full of wonderment as they observed a water cycle which produced artificial raindrops from clouds. During assemblies opportunities are provided for pupils to sing and pray together and to listen to music and stories. The recent arrangements for circle time is encouraging pupils to share their feelings and to think more deeply about a range of issues.
32. Provision for pupils' moral education is good. Teachers and all adults in the school act as good role models. The 'Golden Rules' which are displayed prominently provide pupils with a good moral code for an orderly environment. Pupils understand the difference between right and wrong, but those with behavioural difficulties often find it hard to relate to school rules. Through the curriculum pupils are made aware of moral issues facing society such as poverty, pollution, dangers of drugs and persecution. To enrich the work in religious education Year 4 pupils were visited by a member of the clergy who spoke to them about promises, confirmation and valuing the beliefs of different people. The school provides regular support for national charities.
33. Provision for pupils' social education is good. Many participate in out of school activities including sports fixtures with other schools, the choir and chess club. Older pupils willingly take responsibility as reading helpers, and all pupils have the opportunity to act as monitors. Social education is further enhanced through the school's links with the community. For example, older pupils entertain elderly visitors at the school's Luncheon Club every week. Pupils work with Scunthorpe United Football Club and have recently interviewed players in preparation for writing a biography. During the

building of a nearby housing estate pupils provided suggestions for the naming of roads and a number of these were adopted.

34. Provision for pupils' cultural education is also good. Good opportunities are provided for pupils to gain an insight into their own culture through a range of music, literature, paintings and artefacts. Visitors into school such as a theatre group, puppeteer, dancer and author enrich the curriculum and pupil's cultural awareness. Visits to places such as the residential trip to Bamburgh, Grimsby Fishing Museum as part of a topic on food, Normanby Hall to support work on the Victorians and Scunthorpe Museum for local history work all extend pupils' knowledge of their own culture. In partnership with the Bilingual Support Service good provision is made for multicultural education. Visitors have assisted the school with an input into Hinduism, Sikhism and the Muslim faith. Pupils visit local places of worship including the Sikh Gurdwara. Through art and music pupils are encouraged to appreciate the richness and values of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The provision made for the pastoral care and welfare of pupils is good and this has remained so since the last inspection. Parents are satisfied with the way the school helps their children to become mature and responsible. Pupils with special educational needs are well supported with good quality individual education plans and teachers and classroom support assistants are sensitive to their individual needs. The school pays close attention to the inclusion of all pupils in activities. At times disruptive behaviour which is inconsistently checked has a negative effect on the learning experience for everyone. The school provides a secure and safe environment in which to learn. All adults in the school know pupils and many of their families very well and they are very alert to their individual, physical and emotional needs. This has a strong impact on progress and pupils' achievements. The school is aware of the need to extend its provision for personal, social and health education. Where circle time has already been introduced this effectively promotes pupils' awareness of the need to care for themselves and for others.
36. The Health and Safety policy is good and is closely followed by staff and governors. A formal risk assessment is completed annually. Electrical equipment is checked regularly. The caretaker and staff are vigilant in ensuring that any issues of safety are reported and dealt with promptly. Good provision is made for First Aid with trained staff on site. Regular fire drills are organised when the building is evacuated.

37. Child Protection procedures are good and concerns are well monitored and recorded. The deputy headteacher is the designated person with responsibility and she has attended a training course. All staff, including lunchtime supervisors, are aware of procedures through clear guidelines. The school works closely with outside support agencies to which all pupils have access. Good personal records are kept up-to-date by administrative staff and these are used well to support pupils' needs and to ensure that parents can be contacted.
38. Good computerised procedures are followed to monitor and record attendance. A weekly analysis of individual and class attendance enables the school to quickly follow-up absence. Registers are completed accurately and consistently. Procedures for monitoring and promoting good behaviour are satisfactory. The school has recently revised its policy and extended its provision for pupils' personal, social and health education. There is a good system of rewards and pupils receive a range of stickers, certificates of good behaviour each month and the special headteacher's award. Weekly behaviour cards have been introduced and these are stamped with a star every day and taken home at the end of the week. Although procedures are good there is some inconsistency in the management of behaviour across the school. On some occasions the 'Golden Rules' are insufficiently emphasised to promote good behaviour. Procedures for monitoring and supporting pupils' personal development are satisfactory. Although there is no formal system to record pupils' personal development and achievements staff know their pupils well.
39. The school's procedures for assessing pupils' attainment and progress are very good and a further development since the previous inspection. Assessment is a notable strength of the school. The assessment co-ordinator gives a very good lead. Clear procedures are followed that both record pupil achievement and set targets for further development and improvement. There is a clear marking policy that all teaching staff, support staff and assistants follow and that pupils understand.
40. In the subjects of English and mathematics, assessments are based on the measure of achievement of the key learning objectives set for each session. Evaluation of performance and achievement are recorded following each lesson. Formal records are also made in reading, writing and speaking and listening. Teachers use ongoing reading records and in guided reading sessions, within literacy hours, teachers make further assessments of progress and achievement in reading. Assessments are backed up by a series of standardised and nationally agreed tests in both literacy and numeracy. In science, teachers measure levels of achievement at the end of each unit of study and records are made set against three grades of expectation. For all other subjects of the National Curriculum and religious education, records of achievement are measured as an on-going exercise and then at the end of each area of study. Pupils have individual record books that show assessment details for all subjects. This system produces comprehensive statistical information indicating the performance of all pupils at the school.
41. The school makes very good use of the assessment information to inform teachers' planning for future lessons, track pupils' progress and to target areas for improvement for individual or groups of pupils. Booster classes are arranged to extend pupils' learning and to challenge them to reach higher levels. Pupils with special educational needs are also targeted for additional support to achieve their full potential. The school has a very detailed and informative document that gives levels of achievement and standards attained. It is as a result of this detailed information that the school identifies areas for targeting for improvement. Following a drop in standards in 2000 at the school, strategies were put in place immediately and as a result, standards rose

markedly and are now at their former high level. The very high quality procedures for assessment and the use of assessment, have contributed to the good standards of teaching and learning at the school and high levels of attainment of its pupils.

42. The school does not have a whole school, formalised recording system for assessing the personal development of its pupils. However, teachers know their pupils well and help is given where needed, through additional support in lessons. Pupils with behaviour problems are helped well and have individual education plans in which ways to improve are set. For example, daily report cards are used to monitor progress against the targets set. Older pupils in Year 6 have a personal self-appraisal record in which personal development is noted.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The partnership with parents is good. Since the last inspection the school has continued to work closely with parents and the partnership between home and school is good. Nearly all parents are happy with the school and feel that pupils make good progress. Most parents feel welcome and are comfortable approaching the school with any concerns, but some lack of confidence was expressed in the way these were sometimes handled. The majority of parents support the work of the school well. The school has an open door policy and parents are encouraged to help in classrooms and to be involved with children's learning at home. The good links with parents make a positive contribution to pupils' progress and the standards of education in the school.
44. The quality of information for parents is good and most feel well informed. Each term parents receive a summary of work to be covered with information about website links to assist in home study. The headteacher sends out regular newsletters to parents which provide good information about organisation, events and lists of topics to be studied. They contain a clear encouragement for parents to assist the school by helping children at home and ensuring their good behaviour. Parents receive helpful information booklets to assist with reading and writing and preparation for national assessments. A summary of the key areas of the school's development plan is sent to parents to inform them of the school's focus for the future.
45. A growing number of parents now receive the school's communication via the Internet. The school has established a website which contains a range of helpful guidelines and explanatory notes to assist parents when working with their children at home. This facility is being used well by a number of parents. Regular consultation evenings for parents are well attended. Parents whose children have special educational needs are involved well in helping staff to identify needs. They are kept well informed and are provided with a copy of their child's individual education plan, and involved in assessment and review meetings. The headteacher and staff are readily available to speak to parents informally.
46. The prospectus and governors' annual report to parents meet the statutory requirements and provide a good amount of information about organisation and the curriculum. Pupils' annual reports are satisfactory and contain clear information about what pupils have been taught and their response to learning. Although reports are very personal to the individual pupils, limited information is provided about progress. Reports do not measure pupils' progress against national norms nor set any targets for further development.
47. A small number of parents provide regular help in classrooms with reading, baking and sharing their own creative expertise. Others assist with out of school activities and

help when pupils are taken out on visits. Most parents make a good contribution to pupils' learning at school and at home by listening to reading and helping with homework. The Parent Teacher Association is a small but active group who support the school well by organising regular social and fund-raising activities. These are well supported by parents and members of the local community and provide the school with a range of additional learning resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The quality of leadership and management is very good. It was a strength at the time of the last inspection and it remains so. Parents on the whole rightly feel the school is well led.
49. The school has made good progress in addressing some but not all the key issues for improvement in the previous report. Teachers have a good subject knowledge in most subject areas which is a particularly strong feature in the many good or very good lessons seen during the inspection. This is in part the result of additional training provided by the school for example, in the introduction of the literacy and numeracy initiatives. Also many of the current staff are new to the school and have a wider range of skills and knowledge in literacy and numeracy than before.
50. The headteacher and deputy headteacher work closely and constructively together to provide a strong and purposeful lead to the other staff. There is a very positive atmosphere throughout the school where eager activity, a concern for the aesthetic dimensions and good personal relationships are effectively fostered. A particular strength is the rigorous way in which the school, with the help of valuable data from the local education authority, evaluates its own performance and sets targets for pupils to achieve in the future. The performance of individual pupils and that of groups of pupils (such as performance of boys against girls) are carefully noted. Where necessary support is given to help overcome any difficulties. Despite recent problems in maintaining a settled teaching staff the senior management team has worked hard to maintain the high professional expectations they set for themselves and for all concerned with the school. Teachers are given very good quality support when they join the staff so that newly qualified teachers and those taking up appointments from elsewhere are well aware of how they should teach and manage their pupils. This results in a high level of consistency of good teaching across classes. To assist in this process the headteacher also visits classes regularly to support work and to look formally at the way teachers teach and pupils learn. There is a clear vision of what the school should be and of ways of achieving their goal. As a result the school is well placed to improve further and to reach the targets it is setting for itself.
51. Procedures for all curriculum co-ordinators to visit classrooms to look at the way teachers teach and pupils learn have been agreed but in many cases not yet implemented. Staffing difficulties experienced in the recent past have limited the opportunities for these plans to be put into effect in every subject. Currently the co-ordinators for English and mathematics have carried out visits to classes and plans are well advanced for other co-ordinators to have similar opportunities in the future. There are well-established arrangements for co-ordinators to look at pupils' work and teachers' plans on a regular basis and to take up with staff any areas of concern. Standards in information and communication technology were below those nationally at the last inspection. They are now in line and despite a significant turnover in staff, the school has been successful in addressing this key issue.

52. Arrangements to assess and review the progress of pupils with special educational needs are good. The school identifies their needs promptly and accurately.
53. The school development plan is very detailed and sets out clearly priorities for improvement which are closely matched to the needs of the school. It is central to the long term strategic planning of the school and is carefully constructed. The headteacher, teachers and governors are closely involved in this process. Governors are given a detailed picture of what the initiatives should achieve and of ways of judging their success. The school development plan is closely linked to the school's budget which is well used.
54. The governing body fulfils its duties well and governors generally have a good understanding of the work of the school, for example, governors are well informed of the needs of individual subjects by visiting the school to see for themselves. Governors have a good sense of achieving value for money and use specific grants well.
55. The school functions smoothly and the day to day administration is effectively managed by a secretary and visiting bursar who ensures that the school's finances are rigorously controlled. This enables the headteacher to give good support to teachers and to teach targeted groups of pupils to help them achieve well.
56. There is an appropriate number of teachers and support assistants to match the needs of the curriculum. Support assistants are generally deployed effectively to help individual pupils. On the whole resources are at least adequate. They are good in art and very good in history where the school has a policy of purchasing old artefacts to support the teaching of historical topics. These very successfully help make the subjects come to life and add to the very attractive displays of pupils' work which is a strong feature in classrooms and corridors. Accommodation is good and is well used.
57. Pupils come into the school at the age of seven with average standards. They leave the school at the age of eleven with on the whole above average standards. Taking the overall good quality of teaching, the very positive way in which the school is managed and the progress pupils achieve, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The headteacher, staff and governors should:-

- (1) Arrange for teachers to plan and teach the skills of information and communication technology systematically in all subjects.

(Paragraphs 71, 76, 85, 98, 104, 111, 112)

- (2) Make the good behaviour and positive attitudes amongst most pupils more consistent across the school by -
 - (i) reviewing the effectiveness of the school's behaviour and personal, social and health education policies and procedures;
 - (ii) making any necessary changes in these to ensure that the school's high expectations of pupils' behaviour and attitudes are clearly understood and followed by all pupils.
(Paragraphs 12, 13, 14, 15, 21, 35, 83, 125, 132)

- (3) Put into full effect the plans the school has to extend the roles of all subject co-ordinators so that –
 - (i) they are able to visit classes on a planned basis to look at how well teachers teach and pupils learn;
 - (iii) give effective support to teachers to continue to raise standards.
(Paragraphs 51, 87, 100, 105, 116, 125, 135)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	23	15	0	0	0
Percentage	0	14	52	34	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.

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	176
Number of full-time pupils known to be eligible for free school meals	N/a	23

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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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 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	19	27	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	24	26	27
	Total	38	41	44
Percentage of pupils at NC level 4 or above	School	83 (64)	89 (64)	96 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	24	26	27
	Total	40	42	45
Percentage of pupils at NC level 4 or above	School	87 (73)	91 (79)	98 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	1:21
Average class size	25

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	109

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	9	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000 - 2001
	£
Total income	350,040
Total expenditure	332,519
Expenditure per pupil	1,837
Balance brought forward from previous year	1,567
Balance carried forward to next year	15,956

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	175
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	4	2	0
My child is making good progress in school.	56	38	4	2	0
Behaviour in the school is good.	23	50	13	5	9
My child gets the right amount of work to do at home.	36	53	4	4	4
The teaching is good.	57	34	2	2	5
I am kept well informed about how my child is getting on.	38	52	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	59	37	4	0	0
The school expects my child to work hard and achieve his or her best.	68	29	2	0	2
The school works closely with parents.	29	56	4	2	9
The school is well led and managed.	37	46	6	0	11
The school is helping my child become mature and responsible.	52	39	4	2	4
The school provides an interesting range of activities outside lessons.	39	45	13	0	4

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

ENGLISH

59. Standards in English in Year 6 are above average. The school has maintained the above average standards found at the last inspection. Standards in reading and writing are above average. Speaking and listening standards are average.
60. The 2001 tests for eleven year olds also showed that standards were above average. They were also higher than those in schools similar to Leys Farm. This was a big improvement on the poor 2000 results. These were badly hit by a drop in the quality of teaching. In 2001 over three quarters of pupils reached the level expected for eleven year olds and over a third the higher level. This was a good achievement. Girls and boys achieved similar standards. Nearly all pupils achieved the targets the school had set.
61. Improvement since the last inspection has been satisfactory. Teachers and pupils have done well to return to the good standards in English found at the last inspection. Now Year 6 teachers are working hard and successfully to make sure pupils do their best. Several factors have made a difference to the quality of pupils' learning. The quality of teaching is now good; the co-ordinator has developed very good methods of keeping a close eye on each pupil's needs and progress and teachers' skills and confidence in teaching the National Strategy for Literacy which continues to improve.
62. Where there are weaknesses teachers do not plan enough opportunities for pupils to speak in pairs and groups, to use drama, role-play and discussion, or to practise speaking. For example, at the beginning of literacy lessons, teachers are not making the most of opportunities to improve speech. They do not give enough time for pupils to read aloud with or after them, recite or to talk in pairs and groups to share ideas. Nearly all pupils listen attentively to teachers reading, explaining, describing and questioning, and to each other's answers and comments. However, a few pupils keep spoiling the quality of listening in assemblies and a small number of lessons. At times, their chatter and calling out disturb concentration and delay learning. So, although pupils' use and knowledge of words grow as they get older, speaking and listening standards are not as high as they should be by the time pupils are eleven.
63. On the other hand, teachers do use speech well to improve learning in some lessons. For example, in a Year 4 religious education lesson, the teacher arranged for the whole class to question a boy playing the part of David in the Bible. They asked many thoughtful questions and quickly discovered what it was like to be a special person. They therefore rapidly achieved the aim of the lesson and learned the importance of clear speech at the same time. In a very good Year 3 literacy lesson on using the dictionary, the teacher also developed speaking and listening well. This was simply because she kept challenging the class with: "Do you agree?" Pupils spoke clearly to explain their views. Because most pupils spell many words as they say them, such improvements in speech have a spin off in improving their writing.
64. The school continues to develop pupils' reading well. This is because teachers use a good range of approaches to improve pupils' reading skills and enjoyment of books. The school has built up a good stock of story and information books that interest junior school children. Support staff give skilled help individually or in small groups to pupils with special educational needs in reading and those who are falling behind teachers have graded all reading books very carefully according to their reading level. They also

assess the reading age of each pupil very carefully. As a result each pupil is reading books that are just at the right level. Teachers arrange for pupils in all classes to practise reading together each week in small groups. The literacy hour has sharpened pupils' close reading skills.

65. As a result, pupils enjoy opportunities to read and are keen to talk to adults about their favourite stories, books and authors. They refer to and find evidence to back up their views. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, read by themselves books, encyclopaedias, reference books and information on computers. For example, pupils in Years 3 and 4 read and selected information from Internet educational sites on Tudors. They then used their own words to turn this new learning into text for Tudor newspapers. As a result of such good progress, nearly all pupils reach the reading standard expected for their age by the end of Year 6. Nearly half reach the level above. Library skills are as expected for pupils' ages. They know how to find subjects within the topic sections in the library area and how to use the book numbering systems to find a particular title. Interesting lessons encourage many pupils to dip into information books to widen their learning, for example about volcanoes, India, sport and science. Parents' support improves pupils' reading opportunities both at home and at school. For example, parents gave the school £500 for library books.
66. An important strength in teaching reading skills is that teachers continue to ensure that pupils learn letter sounds and patterns thoroughly. They back this up with regular spelling homework and tests. As a result, when pupils see words they cannot read, such as *collecting* and *unoccupied*, they sound out the letters. Teachers all use the same method to ensure pupils learn their letters well. Consequently, abler and average pupils read good quality children's novels fluently, with expression and understanding. Pupils making slower progress read accurately, but sometimes with limited expression. Pupils understand terms such as *suspense* and *setting*. The most able pupils compare books, authors and characters in detail. A less able Year 6 pupil compared some characteristics of the novels of Dahl and Dickens. A few pupils lose interest in reading because they have not picked up enough fluency. One or two are two or more years behind by the end of Year 6.
67. Teachers enable pupils to achieve good standards of writing. There are five main reasons why the school's method of developing handwriting is very effective. Teachers give pupils practice in many different types of writing. Staff ensure that there are high standards of presentation in all subjects making topic books and folders encouraging pupils to take a pride in their work and teachers make sure that pupils understand and achieve the aims of each piece of writing.
68. Booster classes in the second half of Year 6 also improve the writing standards of pupils who have been falling behind. All pupils learn how to use different types of sentences in a wide range of forms. For example, they write stories, letters, play scripts, poems and book reviews. Pupils making rapid progress use realistic speech in writing to match the events in their stories. Writing develops a personal voice and a sense of audience. Pupils choose effective words to express clearly what they have seen in sentences such as: "Jake ran in with a pile of leaves following him." "The rain was lightly pattering on the sea and on our coats." and "She is not just a teacher. She is a friend." They use planning books well to edit, re-write and improve accuracy. In some lessons pupils are also using computers to word process pieces of work. Consistently high standards of presentation help pupils to organise and record new learning clearly. This in turn helps to develop clear thinking. Accounts of investigations in pupils' science folders show how useful this accomplishment is. However, rates of

writing are not always high enough. This is mainly because teachers do not remind pupils enough about how much they are to write or tell them how much time they have for writing.

69. Standards of spelling are as expected for pupils' ages. This is because teachers set regular spelling homework followed by tests. However, because teachers and pupils do not always give enough attention to spelling in routine writing, many pupils do not keep up the good standards they reach in these. As a result, slower and average learners in each year group continue to write what they hear and so get too used to some inaccurate spellings. For example in Year 6 pupils wrote: *truqe, lonly, bay* and *ugily* for *trudge, lonely, by* and *ugly*. Skilled extra support for pupils with statements of special educational needs and those pupils in Year 3 needing extra coaching in literacy ensures their good progress in spelling.
70. The teaching of handwriting is very good. For example, the school is exceptional in giving all pupils daily practice to develop handwriting skills. They therefore properly learn the curves, lines and patterns basic to letter shapes. Pupils are then easily able both to check and learn from their own writing. Teachers also wait until pupils are really ready before letting them switch from print to joined-up writing. As a result they retain both form and fluency in their ordinary work.
71. Punctuation standards are as expected for pupils' ages. The literacy hour has improved pupils' understanding and use of grammar and punctuation. Pupils know how and when to use full stops, commas, speech, exclamation and question marks and paragraphs. By the end of Year 6 nearly all pupils are using this knowledge effectively in their stories and accounts. Accurate punctuation thus contributes to the expressiveness of their writing. However, insufficient use is generally made of ICT in pupils' writing in English and in other subjects.
72. The subject is managed well. The co-ordinator has effectively revised policies and developed very good assessment procedures. She has provided good staff training and has supported colleagues well through the monitoring of teaching. She has identified good priorities for the subject to develop further. There is a good range of resources which support pupils' learning well.

MATHEMATICS

73. Standards at the age of 11 are average. This is below the picture found at the time of the last inspection where they were above. In the 2000 national assessments results were below average when compared to schools nationally and for schools considered broadly similar. This was a sharp fall in the long term trend of improvement which the school had established. Between 1996 and 1999 standards in mathematics rose at a much steeper rate than those of schools nationally and were well above average. In 2000 standards dipped to below average. This fall was closely related to difficulties the school experienced in maintaining a settled and effective teaching staff and also to the differences in the overall abilities of pupils in Year 6 at that time. In 2001 there is strong evidence to suggest that results improved sharply to be in line with previous well above average standards. Since 1996 results have improved significantly. This is an impressive feat. It is strongly linked to the rigorous and thoughtful way the school uses the information it collects from national tests and other regular assessments to judge the potential attainment of pupils and to support them effectively in reaching them. In 2001 generally pupils achieved better results than were expected of them. Currently standards are lower reflecting the general lower abilities of the group of pupils in Year 6.

However, teachers are already working hard to ensure that these pupils receive well focused teaching to help them overcome their difficulties in learning mathematics. Standards of attainment of boys' and girls' in the inspection were broadly the same and both boys and girls attainment in numeracy closely matched those in other areas of mathematics.

74. Pupils with special educational needs make good progress because of the good support they receive. They are encouraged to play a full part in their lessons and work is carefully planned to meet their individual needs. Pupils were able to count accurately in hundreds, tens and units and to apply their knowledge of place value accurately. They are able to appreciate and round up large numbers and understand the relationship between decimals and fractions. They are able to collect and handle data expressing it visually in line and column graphs for example in work on a frequency of scores occurring in a card game. Older pupils are also stretched by additionally challenging work, for example, by studying ratios when considering what happens when a billiard ball strikes the side of a billiard table. Pupils are able to measure angles in a triangle using a protractor and calculate angles using information they know about the properties of different types of triangles.
75. The quality of teaching is satisfactory and well focused on the numeracy strategy. In the best lessons, the teachers plan carefully to build on previous learning so that the lessons begin with a purposeful and lively review of what pupils already know and can do. Pupils are stimulated to think quickly and calculate accurately, for example, in finding fractions of different amounts. The lesson maintains a high level of pace and expectation because the teacher who has established the objectives at the beginning of the lesson refers to these objectives regularly and reminds pupils of the time they have left to complete the task expected of them. As a result pupils work purposefully. The teacher has good subject knowledge and supports those who find the work easy by setting increasingly more challenging tasks so that all pupils are fully involved and learn well. Pupils are anxious to please and work hard to show that they can meet the challenges set. Towards the end of the lessons appropriate time is set aside and well used to review what has been learnt and to set homework relating to the work which has just been completed.
76. Where teaching is less successful, the pace of teaching declines as the lesson progresses so that the rate of pupils' learning becomes pedestrian where at the lesson beginning it was brisk. The teacher spends over-long on issues of discipline and minor disruptions. Too much time is spent demonstrating a simple technique such as how to align a protractor and opportunities are missed to reinforce previous learning for example, the difference between obtuse and acute angles. The pace of learning is slow. Opportunities are not taken up to develop the skills of using information and communication technology for example, in investigative work.
77. The co-ordinator is very experienced and provides a knowledgeable lead. A particular strength is the use made of the co-ordinator and other teachers to analyse carefully where pupils are experiencing some difficulties and then to set individual targets based on these observations. The co-ordinator regularly visits classes to look at the way teachers teach and pupils learn. There is a carefully constructed policy and scheme of work which enables all pupils to be appropriately challenged. This also provides teachers with clear guidance on how to plan and what to teach. As a result across the school lessons follow a common format so that all pupils know what is expected of them. There is a good range of resources and equipment which is readily to hand and well used.

SCIENCE

78. Standards in science at the end of Year 6 are above the national average. This is the same as at the time of the last inspection. There is no significant variation between the relative attainment of girls and boys. Pupils with special educational needs make good progress against their previous learning. This is as a result of teachers providing work to match their needs and giving additional support in science lessons. These strategies ensure all pupils have full access to the science curriculum and good standards, commensurate with abilities, are achieved.
79. As a result of good planning, organisation and overall teaching, Year 6 pupils develop good science enquiry skills when they carry out investigations on the solubility of materials in water. Scientific enquiry is a strength of teaching and learning in the science curriculum provided by the school. Higher attaining and average attaining pupils in Year 6 make accurate predictions and hypotheses and are able to test these and explain their findings and conclusions. Pupils achieve well in this work and standards are high. Lower attaining pupils also achieve well in relation to their abilities. In further work on materials, pupils in Year 6 of all abilities, show a secure understanding of the three states of matter. In one Year 6 lesson, the teacher gave added support to less able pupils and this enabled them to grasp the scientific difference between heating and burning; as a result good progress was made. In a development of their studies on the changes of state of matter, higher attaining pupils can differentiate between reversible and irreversible changes, giving scientific reasons for their views. Other pupils do not have a secure knowledge and understanding of these changes.
80. In a Year 5 lesson, pupils learn about the water cycle and the majority demonstrate a good understanding of the process of evaporation when liquid water changes to water vapour or steam. They learn that the reverse is condensation and most understand that this is a cooling process. Lower attaining pupils follow this, but they struggle to understand the final stage of precipitation. Pupils achieve well in this work as a result of good direct teaching and the use of a working model of the water cycle. All pupils show amazement and wonder when the teacher is able to make raindrops fall from the artificial clouds.
81. Pupils of all ability levels in Year 3 and Year 4 make good progress, in developing their science enquiry skills, when they study the effect of air resistance on the paper parachutes they make. It is evident that they are all aware of the importance of fair testing and this consideration underpins their investigations and experiments. The teacher's very good level of open questioning challenges pupils' thinking and as a result they make further development in their knowledge and understanding of forces. Pupils achieve well and most of the Year 3 and Year 4 pupils attain standards above expectation. Pupils with special educational needs receive additional support from an assistant and the teacher provides a suitable writing frame for them to record their work. This provision enables them to make good progress throughout the lesson.
82. Teaching and learning throughout the school is good overall. The quality of teaching was never less than satisfactory and in the most lessons it was good. The good quality of teaching has had a positive impact on pupils' learning, achievement and progress and that is why standards are high. Teachers produce very clear and informative lesson plans. Key learning objectives are set and expectations are shared with the pupils. Assessments are based on the achievements based on these key objectives. Introductions to lessons are good with teachers reviewing previous learning. This gives the opportunity for pupils to consolidate their understanding as well as teachers being

able to correct misconceptions. A teacher focused on a misconception, in the introduction to a lesson on changes of state. As a result all pupils then had a secure understanding of the difference between heating and burning. Teachers generally have a good knowledge and understanding of scientific concepts and use the correct scientific language in their teaching. Good demonstrations to support direct teaching underpin some lessons. The demonstrations give pupils opportunities to ask and to answer questions and to observe science in action.

83. Where the teaching had some weaknesses teachers do not involve pupils enough in discussion, in order for ideas to be fully explored. Missed opportunities in one lesson meant one pupil was frustrated at not being able to explain a hypothesis. Teachers' management of behaviour in lessons is generally sound. However, not all teachers follow the school's procedures to modify inappropriate behaviour and as a result flow and pace of lessons are affected sometimes.
84. Procedures for assessing pupils' achievements and progress in science are very good. Teachers use on-going assessment, set against the key learning objectives to record progress and to inform their future planning. Records of achievement are made at the end of each study unit. Very good use is made of the assessments. Statistical data is built up from the records of achievement and this information is analysed and targets are set to extend pupils' learning. This is the case in Year 6, where booster classes are organised for the pupils.
85. Pupils develop good literacy skills when they write up their investigations. They learn new scientific language and teachers support this new learning by building up glossaries associated with the areas of study. Pupils have opportunities to develop their reading and comprehension skills when they read for information. Teachers use non-fiction as shared texts in literacy lessons. Pupils also read about scientists and their lives. Mathematical skills are used when pupils construct tables to record data. They also use graphs to display their findings. There is some use of information and communication technology to support teaching and pupils' learning in science. However, this is an underused resource and an area for the school to make more use of.
86. All areas of the science curriculum are given an appropriate amount of coverage, ensuring that a broad and balanced curriculum is provided. The very good use of scientific enquiry, as a vehicle to teach both skills and knowledge and understanding of science content, is a strength of science coverage at the school. Visits to places of scientific interest enhance the quality of provision for science. Pupils in Year 6 learn about safety aspects when they visit a local gas-powered electricity station. They carry out rock pool surveys during their visit to Bamburgh. Year 4 pupils visit Barton clay pits to support their work on minibeasts. Year 3 pupils visit a local college to learn about materials used in the construction industry.
87. Resources are generally adequate but do not include probes, meters and sensors for pupils to use in their scientific investigations. The science co-ordinator in post for a year gives a good lead to the school. She has organised a science week in which every class at the school is involved. She has reviewed the science policy and the school has adopted the nationally recognised scheme of work for science. The national test results at the end of Year 6 are analysed to identify areas of weakness and strategies to improve performance and to raise standards. This strategy recently had a positive impact in raising standards in science to be above national averages, after a previous drop. However, the role of the co-ordinator is under-developed because there is

currently no provision for the co-ordinator to visit classes on a planned basis to look at the way teachers teach and pupils learn. The school has identified this as a priority.

ART AND DESIGN

88. Standards are well above those expected of eleven year olds. Work in art and design is a strength of the school. Pupils' achievements, including those of pupils with special educational needs, are very good with consistent progress in skills each year. This is a further improvement on the good standards found at the last inspection. Given the many changes of staff during the last four years, this commendable achievement is a mark of very good leadership and management. There are three main reasons for the improvement: teachers have dovetailed art and design skilfully into the new National Curriculum, maintaining strong links with most of the subjects; the school has taken on board projects within the latest national guidance, while at the same time keeping its own tried and tested methods; and good teaching now ensures similar rates of progress in each year group.
89. The school's successes in art and design are as a result of very good teaching and learning of basic technical skills. Pupils quickly pick up the school's concern for quality. For example in a Year 3 lesson teacher and pupils revised each small step in mixing paint from powder. Pupils then very carefully prepared yellow before outlining key shapes in colour for their candle paintings. Similar attention to the detail of technique was evident in high quality Year 4 collage work to produce a large tapestry of the characters and narrative of Dahl's "James and the Giant Peach". A Year 5 classroom displays on "Victorian Years" and "Children in Victorian Times" showed very good pencil line work and shading in observational drawings of Victorian lamps, besoms and smoothing irons, and exact copies of William Morris flowered wall paper. There was similar accuracy in Year 6 pupils' striking ink drawings, paintings and sketches of fish and fishermen based on observation during a visit to Grimsby Fishing Museum.
90. A further strength of the art and design work is the full development of links with other subjects. Pupils' pictures reflect and celebrate new learning particularly in literature, history and geography. For example a study of Chembakolli inspired fine black ink drawings and paintings by Year 6 pupils based on Indian fruits, models of elephants and pictures of goddesses and heroes. The ink work reproduced in fine detail the intricacies of Indian pattern and decoration. Year 3 and 4 classrooms are full of colourful collage portraits of Henry VIII and his wives. Three-dimensional work included Greek masks made from clay and models of Bamburgh Castle. In the entrance hall a large and striking painting of Grendel stalking Beowulf captures the terror of the tale. These pieces also increase pupils' awareness of both European and Eastern cultural traditions.
91. Teachers also give pupils some good opportunities to work together on big paintings. For example Year 4 pupils' picture of a Tudor ship showed a stormy sea full of force and movement. After their visit to Bamburgh, Year 6 pupils worked in groups of four or five to produce large scale and realistic pictures of cottages based on photographs they had taken. The accuracy of the work demonstrated the high level of colour mixing skills pupils achieve by the end of their final year. Pupils often come in at lunchtimes to get on with such work. Year 3 pupils made class portraits of themselves playing outside together using embroidery stitching on hessian.
92. The careful step-by-step approach to learning the skills of drawing, painting, modelling and working with textiles builds up pupils' confidence. They therefore work independently and responsibly, but also know when to seek help. As a result, teachers

are free to assess their progress and give effective individual advice just when pupils need it. Art lessons are therefore both busy and quiet. Pupils enjoy the opportunity for creative work while they are able to relax at the same time, for example when creating striking masks of some of the characters in Macbeth' and in the story of Beowulf. Pupils with special educational needs make very good progress in this atmosphere. Teachers find that these pupils' achievements in art often lead to improved attitudes in other lessons. Pupils are keen to show their work to visitors and to explain what they are doing. For example, Year 6 pupils talked knowledgeably about their reasons for using particular styles, colours, and techniques, as they worked with paint, pencil and ink. In their study of famous artists, pupils gain awareness of the style and appearance of the work of painters such as Gauggin, Monet, Van Gogh and Picasso.

93. The quality of art teaching is good. Teachers continue to plan and prepare lessons very carefully. Both teachers and pupils understand which skills to apply and develop. Effective demonstrations, explanations and reminders make these clear. Teachers are therefore able to assess accurately how pupils are progressing in each lesson. However, such assessments are not recorded in detail until the end of each year. The very good achievement in many finished pieces shows the success of the school's systematic and rigorous approach to the teaching of skills. This sort of attention to detail contributes to the good standards of presentation throughout the school. Pupils' learning in and through art forms an important aspect of the school's development of their self-esteem.

DESIGN AND TECHNOLOGY

94. During the inspection, it was only possible to observe one design and technology lesson, so it was not possible to make a secure judgement on the quality of teaching and learning across the school. Judgements on standards attained and achievements made are based on this one lesson, the examination of schemes of work, teachers' long term planning, scrutiny of work and discussions with the co-ordinator and pupils. Evidence indicates that by the end of Year 6, standards are broadly in line with those expected nationally. This shows that standards have been maintained since the previous inspection. All pupils have equal access to the design and technology curriculum and are fully included in the learning experiences provided by the school.
95. In their focus on "torches", pupils in Years 3 and 4 make detailed examinations of the components and the functions of a torch before planning, designing and making their own torches to meet a desired purpose. In the lesson seen on evaluation of their torches, pupils are given an opportunity to discuss the make-up of their final constructions and explain how the torches met their designs for purpose. Pupils had worked in pairs and the final torches show a good level of planning, designing and making and imagination, indicating teaching of this process had been effective. However, most pupils do not find it easy to discuss the making process nor evaluate their achievements; their speaking skills are below those expected for pupils of this age and ability.
96. Pupils in Year 5, in their study of toys and movement, show a sound understanding of how different toys can move. From the analysis of the work produced by higher and average attaining pupils, it shows that they understand that linear, rotary and oscillating motions can be achieved using different shaped cams. This shows that there has been effective direct teaching and pupils have made gains in knowledge of cams and their uses. Other pupils can explain how a simple cam can be used to make a toy move. In this work all pupils are given opportunities to work with wood to design, cut, and shape

cams to produce a desired effect, leading to a better understanding of the skills required.

97. Pupils in Year 6, in their study unit on shelters, learn how gazebos, greenhouses and caravans are made and give reasons for the choice of materials and the shapes required. They then analyse various structures and materials that could be used in making a model of a school shelter. In planning, designing and making their models of a school shelter, pupils use different lengths of straws and effectively make structures; there is photographic evidence retained by the school. Pupils evaluate their designs and suggest how to improve and strengthen them. In suggesting plans for a real shelter, pupils select materials for purpose, the type of frame and appropriate building materials to use.
98. Pupils in Year 5 develop their literacy skills when they write instructions for making a moving toy. These and other pupils in the school, learn the technical language associated with design and technology. Mathematics skills are practised when pupils measure lengths of materials in centimetres and millimetres. There is some evidence of the use of ICT; for example, spreadsheets having been used in previous work when pupils prepared a list of ingredients for a recipe. However, there is insufficient use of ICT.
99. There are good procedures in place for assessment, based on the requirements of design and technology national curriculum for this stage of pupils' education. Teachers record the attainments of pupils at the end of each unit of study.
100. The newly appointed co-ordinator gives a sound lead for this subject. She has already monitored planning, started to review the policy and has purchased resources to support the study units of the nationally agreed scheme of work the school uses. The resources are adequate to meet the requirements of this subject. The role of the co-ordinator is under-developed. There are plans in place to address this by enabling the co-ordinator to visit classes on a planned basis to look at how teachers teach and pupils learn.

GEOGRAPHY

101. It was not possible to observe any lessons in geography during the inspection. The judgements are based on looking at pupils' work, planning and other documents. The standards in geography are above expected levels and have been improved since the last inspection when they were judged to be in line with national expectations. There has been good progress in improving geography in the school. Pupils in Year 6 are able to record their findings about geographical topics. They study a very wide range, from Chembakolli village in India, to fishing in the British Isles, with particular reference to Grimsby. For example, pupils visit the Grimsby Fishing Museum and are developing their understanding about shipping forecasts and fishing zones. Work is very well presented, neat and tidy and skills in literacy are generally used well. There is a good quantity of work over the year, comparing settlements, population and using map skills.
102. In Years 3 and 4, work is about rivers and the pupils are learning to use relevant terminology, for example deposits, sediment and the mouth of a river. Changes in landscapes during flooding are considered and the pupils are learning about British rivers and which areas they serve. There are good opportunities to experience geography first hand, for example on a visit to Barton Clay Pits and the pupils are also involved in work on graphs, for example on the number of vehicles using the Humber Bridge.
103. In Year 5, work covers using maps, for example of Scunthorpe, and considering land use and human geography. Work is very well presented, well written and illustrated. The pupils are developing a good understanding of the iron and steel industry and Scunthorpe's industrial heritage.
104. Across the school, a strength is that assessment is used well; pupils' attainment is assessed at the end of each unit of work and forms part of the records of achievement. Pupils make sound progress in their learning as the curriculum is broad and balanced and place good emphasis on giving the pupils first hand experience outside the classroom. The immediate locality and other places of interest are used very well to develop the pupils' understanding of the environment, both near the school, and further afield. There are very good links with some other subjects, such as art, but links with ICT are under-developed.
105. The management of geography is satisfactory. There is an up-to-date policy, the school uses national guidelines and the recently appointed co-ordinator has devised a scheme of work. Resources are sufficient and of good quality. The co-ordinator does not visit classes to look at the quality of teaching and learning.

HISTORY

106. The standards in history are above those expected and satisfactory progress in improving the subject has been made since the last inspection. By the time the pupils are in Year 6 they have a good understanding of the past, from a wide variety of aspects and have made good progress in developing ideas about history. Through their time in school they have studied the Tudors, Vikings and other settlers, the Victorians, life in the local community and how things have changed and Ancient Greece and Egypt. They can compare life styles then and now and have a secure grasp of the ideas about past events and how they affect our lives.
107. The teaching of history is good overall, with some examples of very good teaching which have a positive impact on the standards achieved. A very good lesson in Year 5

made very good use of the events that influenced Dr Barnardo to set up homes and care for children in need. The staff has good knowledge and expertise in delivering the subject. Planning is very good and methods and organisation of lessons are good. There are high expectations for work in history, particularly in the way work is presented. Although overall management of pupils' behaviour is satisfactory, sometimes in lessons strategies are not used consistently to ensure all pupils concentrate and pay attention. Resources are generally used well, when lessons are good or better resources are used very well, in lessons that are satisfactory not enough use is made of artefacts, maps and pictures to attract and sustain the pupils' attention. Assessment is good and the staff check for understanding at the end of each unit of work. These are used very well to complete records of the pupils' achievement.

108. In Years 3 and 4, the pupils are learning about the Tudors and use maps well to make comparisons about life then and now. They have a good grasp of the relevant facts about Henry VIII and his six wives and the other characters involved in the events of that time, for example Elizabeth I and Mary Queen of Scots. The pupils are also developing a good understanding of the theatre and music at that time, for instance they are aware of Shakespeare as a playwright and are learning to sing Greensleeves' in singing lessons. In Year 5, the pupils are developing good ideas about the Victorians and different aspects of life. For example, looking at working conditions, making comparisons between rich and poor and how difficult and time consuming basic tasks were, for instance the processes involved in 'wash day'. There are good links to other subjects through history, for example in entertainment and leisure in the Victoria era, the pupils are learning about different composers, such as Elgar, Debussy and Ravel. The pupils use their skills in literacy well in history, for instance describing imaginatively, capturing the mood of a day in a Victorian household. In Year 6, work covers the Vikings, for example studying the way of life, clothes, jewellery and folklore. The pupils also study the local area and make comparison between the World Wars and how things have changed in Scunthorpe.
109. The management of history in the school is good. The co-ordinator has a clear understanding of how to develop the subject further. For example, by utilising the very good resources in the school. However the co-ordinator has not had time to visit classes and to look at the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Information and communication technology (ICT) is not taught as a separate subject on the school timetable. It is included as part of activity sessions alongside art and design and technology. No lessons specifically devoted to information and communication technology were seen during the inspection, therefore it was not possible to make a secure judgement about the quality of teaching and learning across the school. However, from a study of the school's long-term plans, details of assessments and records of pupils' attainment, the scrutiny of pupils' work, analysis of displays together with discussions with pupils and the co-ordinator, standards by the end of Year 6 are on schedule to be in line with national expectations. All pupils have an equal access to the ICT curriculum and are fully included in the learning experiences provided by the school.
111. The previous report identified areas of weakness, particularly in the elements of control, monitoring and modelling. The school has made some progress in addressing these weaknesses but pupils still need to be given further opportunities to extend their knowledge and understanding of these aspects of information and communication technology. The recent purchase of a computer software package now enables

teachers to cover these aspects in greater depth and pupils are on the way to reaching satisfactory standards.

112. Pupils in Year 6 have a sound knowledge and understanding of the use of spreadsheets. They use them effectively in supporting geographical studies associated with the fishing industry. They produce tables to show the weight of fish caught, the cost and the value price per tonne. These pupils show sound word processing skills in their religious education studies, when they write about a visit from a local priest, who talks about confirmation within the church; the work produced by pupils is enhanced by them having the skills to import graphics into their writing. Pupils in this year group also discuss how they use databases to record details of a census and how they use the information in their work. In conversation with these pupils, they explain how they use search engines on the Internet to find out about Macbeth in English lessons and locate pictures and download images to support work on The Tudors and The Victorians. Pupils in Year 5 are able to use software to construct graphs showing the amount of air in different types of soil. They use other software to test their spelling ability. Pupils in Year 3 and Year 4 show a sound use of publisher software when they write poems. One good poem on 'My Hamster', was enhanced by importing graphics into the poem layout. Pupils across all ranges of ability make sound progress in developing skills and learning in ICT.
113. ICT is not used regularly to support all areas of the curriculum. During the inspection many computers were not used and opportunities to support pupils' learning in the curriculum were missed.
114. Assessment procedures for recording pupils' attainment and achievements are very good. Records of achievement are made at the end of each term; skills are measured by setting tasks, knowledge and understanding recorded during discussions and additional written tasks are given. A portfolio of levelled work aids teachers in deciding achievement levels. Each pupil has a record of achievement book covering all subjects and attainment and achievements in information and communication technology are plotted within and progress tracked.
115. The school has its own website and this is used to communicate information to parents in addition to the written newsletters. The site gives details of the School Development Plan, the details of the curriculum for each term as well as suggested websites that could be used to support children's learning. All pupils have their own e-mail addresses at the school and they are linking with their friends within their own and other classes. As yet they have not established outside contacts; in the past contacts have been made with Alaska and other parts of America. There is a filtering system in place to prevent pupils accessing inappropriate or undesirable sites.

116. The resources for ICT are adequate, with a good range of software to support pupils with special educational needs. Teachers are continuing with their training under the New Opportunities Funding. The co-ordinator, in post for just over a year, is enthusiastic and together with the headteacher gives sound support to the staff at the school. For example, she has redrafted the school policy for information and communication technology and uses the units for study from the nationally agreed scheme. She has linked all the necessary software to the units and made new purchases where gaps are evident and the recent purchase of a new package ensures that elements of control and modelling are taught. However, there are no arrangements in place for the co-ordinator to visit classes to judge the success of teaching and learning.

MUSIC

117. By the age of eleven pupils achieve the standards expected in music, which is the same as at the time of the last inspection. Pupils have regular opportunities to sing. A singing specialist comes into school every week and gives the pupils good instruction in how to develop their voices and improve singing. This is a strength.
118. In Years 3 and 4, the planned programme for music includes work for, example, on pitch, pulse and structure and the use of pentatonic scales to create music. The pupils are encouraged to use terminology correctly, for example, drone and melodic ostinati, using tuned and untuned percussion instruments. There are rotational themes in Years 3 and 4 at present as these are mixed age classes. In Year 5, plans link to other subjects, for instance music in the Victorian era, of Gilbert and Sullivan and different styles such as the musical 'Oliver!' and music hall songs and singers. There are also good links to other cultures, for instance in African and Indian drumming and using appropriate instruments to create effects. In Year 6, there is good progress and the pupils study modern music, for example, Broadway musical and Bob Dylan as well as links to geographical studies on India. Within planning there is specific mention of singing and the necessary techniques to improve breathing and intonation, for all year groups.
119. The quality of teaching is satisfactory overall in music. Specialist singing sessions are well taught. Plans are very good and the staff use their knowledge appropriately to help the pupils make progress. Management of pupils is generally satisfactory.
120. The management of music in the school is satisfactory. The co-ordinator, who has been recently appointed but as yet has not visited classes to look at teaching and learning, intends to develop music and raise its profile in the school. There is a good range of instrumental opportunities offered to pupils and resources are sufficient.

PHYSICAL EDUCATION

121. Standards in physical education are generally in line with those expected at the age of 11 and nearly all pupils currently in Year 6 are expected to reach the standard expected in swimming (to swim 25 metres) by the time they leave. At the time of the last inspection standards were similar.

122. Currently pupils are able to pass and receive balls using skills to control the ball accurately. They try hard to develop good control through hand and eye co-ordination. They prepare thoroughly for exercise and dress very appropriately for the activities in which they participate. They listen carefully to their teachers when learning a new sequence of movements in a gymnastics lesson and when thinking about how to translate their feelings for a piece of music into a dance. They are able to evaluate their own and others' performance activities.
123. The quality of teaching is satisfactory. In the best lessons, the teachers set a very positive tone by explaining clearly what is expected of the pupils and then praise warmly when pupils strive hard to reach these objectives. Pupils are eager to please their teachers and follow instructions carefully using space well so that their movements flow. The teachers maintain the pace of lessons well so that there are well taken opportunities for pupils to listen as well as to perform. As a result pupils are well aware of what they need to do to improve. The teachers set good examples for pupils to follow and have good knowledge of how to develop the levels of performance to ensure that pupils attain high standards.
124. Where the teaching has weaknesses, the teachers make sure that pupils warm up thoroughly and are aware of the importance of this part of the lesson. However because the lesson times are too short, pupils have insufficient opportunities to work on improving their physical skills or of obtaining physical benefits from sustained exercise. The lessons are nearly over before they have begun. The length of the lessons limits pupils' progress.
125. Boys and girls are successfully encouraged to work together and to demonstrate as mixed groups. Those with some degree of special educational needs are well supported and nearly all will play a full part in their lessons. Occasionally some of these pupils do not behave as well as they might and although encouraged to take an active part they have difficulty in conforming to their teachers' instructions.
126. The co-ordinator has only recently taken over responsibility for this subject and is providing an enthusiastic and constructive lead. For example, there is now a detailed scheme of work built around national guidance to enable teachers to plan systematically and to ensure that the skills taught help pupils to become increasingly proficient. There are also sound arrangements for teachers to assess individual pupils' attainment regularly. Plans are in place for a co-ordinator to visit classes and to evaluate the quality of teaching and learning and to provide guidance to staff where necessary.
127. The curriculum is enhanced by a good range of out-of-school activities including cross-country running, athletics, soccer, Kwik Cricket and circuit training. Links with the local professional soccer club are strong and enhance the curriculum in physical education and in other subjects, for example, in writing in English where young professional footballers were interviewed as part of work on biographies. Pupils' social confidence is also developed through competitive sport with other schools at which the school has enjoyed some local success. There is a well appointed large hall and good sized, outdoor, grassed areas which are well maintained.

RELIGIOUS EDUCATION

128. Standards in religious education have been maintained since the last inspection and meet those prescribed for 11 year olds by the revised locally agreed syllabus.
129. Teaching is satisfactory and, as a result, pupils learn at a steady rate. By the end of Year 6, pupils have a secure knowledge and understanding of some of the basic teachings, observances and practices of Christianity, Judaism, Hinduism and Sikhism. Pupils with special educational needs do as well as others in relation to the knowledge and understanding they gain, but sometimes record learning in less detail or length.
130. Teachers have good knowledge of the religious education topics. This is evident in the range of religions studied and in the interesting activities planned for pupils. Teachers have improved opportunities for pupils to think deeply about what they are learning. The school therefore now meets the need reported in the previous inspection for more reflection on and response to new learning in lessons. Good standards of reading, handwriting and presentation enable pupils to make notes on and understand new ideas clearly. A particular strength is the good use teachers make of first-hand experiences to bring the subject alive. For example, pupils in classes in Years 3 and 4 learned about the importance of religion to people in the past, as they used drama to investigate the story of David and Goliath. Older pupils have also visited the local Gurdwara to learn about Sikh worship and practices. Teachers also make good use of visitors to talk to pupils about religion. For example, a member of the Bilingual Support Service taught pupils about Hindu weddings. A local priest gave a presentation on confirmation to Year 6 pupils.
131. Another good feature of the teaching is the way the school helps pupils to make the link between the teachings of the different religions. This is an improvement since the last inspection. Pupils now keep up their studies of the chosen religions each year instead of studying them one after another. As a result pupils have a better understanding, for example of the symbolism of light and darkness, and celebrations in the stages of the journey of life. A weakness of this approach, which the school acknowledges, is that, at times, pupils confuse the ideas of the different religions.
132. Pupils enjoy their religious education lessons, take their work seriously and have mature and thoughtful insights and questions. These often arise from their wish to relate new learning to their own situations. For example, a Year 6 pupil wrote: "We believe in God, but do not worship." Year 6 pupils also described sincerely religious learning that had been important to them. They referred, for example, to never-ending love, release from sins, the significance of Christening, and the Sikh ceremony of the first haircut. However, not all pupils connect precept and practice. For example, the school's "Golden Rules" reflect the clear guidance of The Ten Commandments. However, though all pupils know rules such as: "Do listen." "Do not disturb others.", a few do not take them to heart. As a result, fuss and chatter spoil the quality of learning in some lessons and assemblies.
133. Teachers appreciate the importance of discussion in religious education. Consequently, they plan opportunities for pupils to talk through new concepts and ideas. For example, through discussion, Year 6 pupils came to understand the importance of the different roles played by adults in a Christening.

134. Throughout the school, teachers make good use of stories in religious education. For example, in an assembly, pupils of all ages and abilities learned about the importance of a firm foundation for life, through the visitor's lively presentation of the parable of the houses built on rock and sand. They enjoyed listening to the story and were keen to interpret it.
135. The quality of leadership and management is sound and has helped the school maintain standards since the previous inspection. A new scheme of work is now firmly established. Resources are good and contain a good range of artefacts from different religions to support the teaching of the subject. However, there are no arrangements for the co-ordinator to visit classes to look at the success of teaching and learning.