

INSPECTION REPORT

GRAINTHORPE SCHOOL

Grainthorpe,

Louth.

Lincolnshire.

LEA area: Lincolnshire.

Unique reference number: 120450

Headteacher: Mr R. Greig

Reporting inspector: Mrs Margaret Lewis.

22787

Dates of inspection: 15th January to 17th January 2001.

Inspection number: 197329

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
School address:	Fen Lane Grainthorpe Louth Lincolnshire
Postcode:	LN11 7JY
Telephone number:	01472 388248
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Morris
Date of previous inspection:	8 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22787	Margaret Lewis	Registered inspector	English, science, art, music , religious education, foundation stage,	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
11439	Jill Moore	Lay inspector	.	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How good does the school work in partnership with parents?
27545	Andrew Scott	Team inspector	Mathematics, Information and communication technology, design technology, history, geography, physical education, special educational needs, equal opportunities.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grainthorpe School is much smaller than average primary school. There are 69 pupils, 37 boys and 32 girls aged between 4 and 11. Most of the pupils come from the local parish of Grainthorpe in the ward of Marshchapel but about 17 pupils choose to travel from the surrounding district and other villages. There are slightly more pupils than at the time of the last inspection. The school has gained ten pupils over the last year and lost four who have moved away from the area. The local village has a mixture of private housing and rented accommodation. It is in the centre of a farming community but also serves commuters from Grimsby, Louth and industrial areas around the Humber estuary. Six pupils are registered for free school meals so that the proportion (8.6 per cent) is below the national average. The general attainment of pupils by the end of their reception year is in line with the expectations for pupils of this age. No pupil in the school comes from any ethnic minority group or speaks English as an additional language. The number of pupils on the school's register of special educational needs is close to average for most schools. Of these, more than a half are at the earliest stage on the register. The most commonly identified areas of learning difficulties are in mathematics and language. No pupil has a statement of special educational needs. This is below the national average.

HOW GOOD THE SCHOOL IS

The school has many good features. Pupils at eleven achieve levels in mathematics and English, which are higher than in schools nationally. The teaching is good throughout the school. Relationships between pupils and teachers are very good and are a significant strength of the school. This creates a good atmosphere for learning. The headteacher leads the school well and has a clear idea of future development areas. Because it is a small school, spending for each pupil is above average. However, taking into account the effectiveness of the school in areas of pupils' attainment, attitudes, personal development, the good quality of teaching and the effective leadership of the headteacher, the school provides good value for money.

What the school does well

- Standards in English and mathematics at the age of eleven are above the national average.
- The pupils' behaviour is very good and this allows all pupils to learn effectively.
- Personal development and relationships are very good. This creates a positive atmosphere throughout the school.
- The teaching is good at all phases in the school. Literacy and numeracy skills are taught effectively. As a result the pupils make good progress in their learning.
- The provision for pupils with special educational needs is good. This ensures they make good progress.
- The provision for pupils' social development is very good and it is good in moral development.
- The leadership of the headteacher is good. He knows all that is going on in the school.

What could be improved

- Standards in information and communication technology at the ages of seven and eleven.
- The checking of pupils' work and setting individual pupil targets to raise standards further.
- The development of the role and contribution of staff with responsibilities for subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then the most recent test results show that pupils' standards at the age of eleven have risen to be very high in English, and well above the average in mathematics. Standards have risen in science. The school has responded satisfactorily to dealing with the issues. Schemes of work are now in place for all subjects of the curriculum and the school has revised and implemented a common approach to termly planning in all subjects. Teachers' weekly planning for literacy and numeracy lessons is consistent although this does not extend to all curriculum subjects. Assessment and the recording of pupils' attainment, progress and personal development have improved. Regular tests are undertaken in English and mathematics but checking of pupils' progress and achievement in science and other curriculum areas is not fully in place. The school has developed a structure for monitoring and evaluating teaching in English and mathematics but not for all curriculum areas. The provision for the physical development for pupils under five has improved.

STANDARDS

Only seven pupils took the national tests for eleven-year-olds in 2000. This small number makes the comparison of results with national and similar schools unreliable although the overall results for the school were very favourable in English and mathematics. Test results for 2000 were very high in mathematics and well above the average in English. Pupil's, results in mathematics were in the highest 5 per cent nationally. Taking the results for the three previous years from 1998-2000, the overall standards achieved in English, mathematics and science have risen broadly in line with the national averages, although results in science have not been as high. Inspection evidence indicates that pupils in the current Year 6 are attaining standards which are above the national average in English and mathematics and are in line with the national average in science. The school's targets for pupils in the current Years 5 and 6 are suitably challenging.

In the national tests for seven-year-olds in 2000, pupils' results were above the average for schools nationally in reading and writing and well above in mathematics. Teacher assessment in science shows that pupils performed at the nationally expected level.

PUPILS' ATTITUDES AND VALUES

Attitudes to the school	Pupils have good attitudes and work hard in their lessons. They are enthusiastic and are interested and involved in their activities.
Behaviour, in and out of classrooms	Very good. Pupils co-operate well in lessons enabling learning to take place. They listen to their teachers and follow instructions carefully. They behave very well in the playground and around the school.
Personal development and relationships	Very good. Pupils play happily together in the playground and include each other in group games, respecting each other's feelings. Older pupils help the younger.
Attendance	Levels of attendance and punctuality are satisfactory.

Pupils have good enthusiastic attitudes to school and their work. Pupils know what is expected of them. This is as a result of a positive approach by teachers and support staff. They have high expectations of pupils' achievements and behaviour. Relationships between staff and pupils are very good. The personal development of both older and younger pupils' is very good. Older pupils willingly accept responsibilities.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	good	good	good
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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.

All lessons were at least satisfactory and over a half (57 per cent) were good or very good. Very good teaching was evident in each key stage. The teaching of English and mathematics is always at least satisfactory. Three quarters of all lessons seen in English were good. Half the lessons seen in mathematics were good and a quarter was very good. The teaching of pupils under five in the reception class is consistently good. Teaching in information and communication technology is not good enough to ensure satisfactory standards for pupils. The school meets the needs of pupils with special educational needs well. Teachers have very good relationships with pupils and harness their enthusiasm for learning well. However, in some lessons teachers do not check sufficiently well what pupils already know or are unsure of, and use the results to match work carefully to move pupils on in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Children in the reception class receive an appropriate and interesting curriculum. A broad and relevant curriculum is planned for pupils at both key stages. However, there is too little time spent using information and communication technology.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified early. They are supported well and given a good level of challenge in their activities. This results in good progress. Pupils' individual educational plans are of good quality and are regularly updated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social development is very good, moral development is good and spiritual and cultural development is satisfactory. Staff provide very good role models and opportunities to collaborate in lessons are particularly good at Key Stage 1.
How well the school cares for its pupils	Staff know the pupils extremely well and good relationships and humour prevail. There is a strong commitment by staff for the health and welfare of the children. Satisfactory procedures are in place for checking pupils' progress over time and pupils' personal development.

Parents regard the school highly and are rightly confident about the education and the secure and happy environment provided by the school. They are kept well informed of the work of the school by regular and frequent newsletters. Pupils receive a good annual report and parents have two formal opportunities each year to discuss their child's progress with teachers. The school has an open door policy for parents to arrange to discuss any concerns that they may have.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	The headteacher provides good leadership and management of the school. He provides clear educational direction and has a clear understanding of the work of the school. The quality of

key staff	teaching in English and mathematics is closely checked. This has raised standards over recent years.
How well the governors fulfil their responsibilities	Governors conduct the business of the governing body efficiently and fulfil their responsibilities effectively. They have begun to shape the direction of the school through their involvement in developing planning, work on committees and links with curriculum areas. They have a clear understanding of its strengths and the areas for development.
The school's evaluation of its performance	The headteacher's approach to evaluation is satisfactory. Governors evaluate some aspects of the school effectively and are becoming more involved in evaluating the school's targets and results.
The strategic use of resources	Good. The school uses its funds well for improving pupils' education. This has had particularly good effect in the provision for the reception pupils and for boosting pupils' attainments in English and mathematics.

The small number of staff make a good contribution to pupils' learning and meet the needs of the curriculum. The lack of a hall for assemblies and for some aspects of the physical education programme makes organisation difficult for teachers. The school lacks a suitable secure outdoor area for the youngest children. The headteacher who has a heavy teaching commitment leads the school well. The school manages and balances its budget very efficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • Behaviour is good and the school helps children become mature and responsible. • They feel comfortable to approach the school about their child. 	<ul style="list-style-type: none"> • Not all parents feel they are kept well informed about how their child is getting on. • Some parents feel that the school does not work closely with them. • A few parents feel that pupils do not get the right amount of work to do at home • The provision of interesting activities outside of lessons.

This table takes account of the views of five parents who attended a meeting with the registered inspector before the inspection and those expressed in 36 returned questionnaires. Inspectors agree with the positive views expressed by parents but do not agree with their criticisms. Parents are kept well informed of their child's progress. The school makes a good effort to work closely with parents. Children have the right amount of work to do at home and the school provides sufficient interesting activities outside lessons including clubs, educational visits and a residential visit for the oldest children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils arriving in the reception class at aged four have skills in personal, social and emotional development, communication and language and literacy, and mathematical development that are broadly typical of those expected for their age. Most pupils have had pre-school experience before joining the school. By the end of the reception year the majority are on course to attain the levels expected for their age in all areas for this stage of their education. In personal and social and emotional development and in language and literacy many exceed these goals.
2. Current inspection findings show that at the age of seven pupils attain the national average in English, mathematics and science. At the age of eleven pupils attain standards above the national average in English and mathematics and at the national average in science. The school has not identified any child as being gifted or talented. Pupils at both key stages achieve in line with expectations for their age in almost all subjects apart from in information and communication technology (ICT) where they achieve below the expected level nationally at seven and eleven. Insufficient evidence was available to enable a judgement to be made in design technology at the age of seven although standards are satisfactory at eleven.
3. These standards of attainment differ from those in the previous inspection in English and mathematics when seven year olds did better than eleven year olds in English and mathematics. This is due to differences in cohorts of pupils. The same pupils who were in Year 2 at the time of the previous inspection have sustained their standards and are still performing above the national average in English and mathematics. Standards in information and communication technology have declined since the previous inspection because teachers have not been trained in new recent developments in ICT and because there is not enough time for ICT on the timetable.
4. Only seven pupils aged eleven, and ten pupils aged seven took the national tests in 2000. This small number of pupils makes the comparison of results with those achieved by pupils both nationally and in comparison with similar schools nationally unreliable, since there is considerable year to year variation for different groups of pupils. Nevertheless, results in 2000 were very favourable at the end of Key Stage 2 in English and mathematics, where all pupils sat the tests, but less so in science, when some pupils missed tests due to absence. Results in mathematics were in the highest 5 per cent nationally and English was well above the national average. Over the past three years the trend in the school's national curriculum results, shows that pupils exceeded the national average for their age group in both English and mathematics but were below in science. In 2000, results at the end of Key Stage 1 show that performance in reading and writing was above the national average and in mathematics was well above the national average. The results of teachers' assessments for science, where there are no tests, show that in comparison with schools nationally, pupils reaching the national level (level 2) was close to the national average, although no pupils reached the higher level (level 3). Over the past three years in Key Stage 1 there has been a rising trend in results in reading and mathematics and writing has risen for the last two years. The school analyses carefully the differences in performance between boys and girls. However, with small numbers and widely varying numbers of boys and girls each year, no differences can be certain year on year. It also analyses its results for pupils in English, mathematics and science at both key stages. This has resulted in a whole school priority for writing

development right through the school but with a particular emphasis in Key Stage 1 where results were the weakest.

5. The school has set targets for the current year for Year 6 pupils in English and mathematics and for the year 2002 for the current Year 5 pupils. These are suitably challenging and achievable based on what the school already knows about these groups of pupils and the areas it has prioritised for development. It is expected that the school will achieve its target of 100 per cent of pupils reaching the national average in 2002 for both English and mathematics, with 35 per cent achieving higher than the national average in mathematics and 18 per cent achieving higher in English. The targets for 2001 are slightly less challenging and take into account the number of pupils with special educational needs who nevertheless are expected to achieve just below the national average.
6. The school is determined to do as well as possible for all pupils. It rightly identifies early and gives good support to pupils who cause concern and have difficulty with mathematics and language development. These pupils may not otherwise be defined as having special educational needs. The majority are on the earliest stage of the special needs register. Pupils that the school defines as having special educational needs achieve well as a result of good teaching, support and booster classes. This is seen in the results of national tests. By the end of Key Stage 1 in 2000, all pupils achieved expected levels in English and mathematics. It is a similar picture by the end of Key Stage 2. As a result of good support during lessons, pupils with special educational needs cope with work given to others. They are not always as accurate but they understand their new learning well.
7. In English pupils at both seven and eleven have high standards of speaking and listening skills. Year 2 pupils display good conversational skills when talking to adults and replying to their teachers' effective questioning. They express themselves very confidently and pose appropriate questions concisely and with good use of vocabulary. This continues into Years 3 and 4 where pupils use mature turns of phrase showing a good understanding of the text they discuss. In a discussion in a Years 5 and 6 class pupils become engrossed in their discussion on the determined, jealous and violent character of *Seth* in the Greek myth of Osiris. They have extensive knowledge of vocabulary and use words such as *ruthlessness* naturally. Pupils' reading is satisfactory at seven. Some pupils read independent texts as well as the school reading scheme. By the time they are eleven, pupils' reading and comprehension skills are above the average. They read aloud confidently and expressively with good understanding of demanding texts in the literacy sessions. Standards of pupils' writing are improving, particularly at Key Stage 2. This is due to an increased emphasis on writing development by teachers. Pupils' speaking and listening skills are used extensively across the curriculum but this is less so for writing and reading. In some subjects for instance, science and religious education and history, pupils do not record their work sufficiently frequently. This is particularly so in Years 1 and 2. Older pupils do not use their independent reading skills sufficiently well for independent research and study, for instance in subjects such as geography and history.
8. Standards in mathematics are average at seven but they achieve well and by the time they are eleven, standards are above the average. Pupils have a sound understanding of number at both key stages and by eleven are confident in counting on in steps of decimal numbers. Most pupils at eleven can add and subtract positive and negative numbers accurately and they calculate the volume of three-dimensional figures successfully. Pupils' use their mathematical skills infrequently to obtain and

present evidence in scientific enquiries and for developing ideas in the form of tables and charts in information and communication technology.

9. In science pupils' attainment is broadly average at the end of both key stages although the more able pupils in Year 2 do not record their scientific enquiries at a level higher than in drawings and writing. By the time they reach the end of Year 6, pupils do not always record predictions and hypotheses sufficiently well.
10. The standards attained by pupils in religious education at both key stages are as expected by the locally agreed syllabus. In Year 2, pupils show a good understanding of each other's feelings and an understanding of the meaning of things which people of different religions regard as special.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are good and their behaviour is very good. Relationships are very good. Pupils are very enthusiastic in their work and if they become too excited the teachers quickly bring them back on task. The pupils clearly respect and admire the staff and want to please them by working and progressing well. All staff are good role models and show an enthusiasm for learning which is infectious. Their very good relationships with the children help pupils learn and develop well. Pupils are eager to come to school and parents confirm that their children like school.
12. Pupils are taught right from wrong and can recognise jealousy and other inappropriate behaviour. They listen well to each other and value others' experiences and memories. They ask good probing questions and show a readiness to comment on deeper things. Pupils work and play well together, often in mixed aged groups, and boys and girls join together in ball and running games in the playground.
13. Pupils are confident with adults and are courteous and polite. They understand the procedures for behaviour and behave very well around the school. There was one incident of inappropriate behaviour in the playground but this was dealt with swiftly, and the other pupils were anxious to help and be supportive to the pupil who was upset. Several older pupils went around with clipboards during the lunch break to collect names for a disco at a school in a nearby village. This was one of a number of occasions when pupils were allowed to take responsibility, which they handled well.
14. Attendance is satisfactory and punctuality is very good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is good overall and has been maintained since the previous inspection. All lessons are at least satisfactory. Sixty seven per cent are good or better and of these 10 per cent are very good. Based on the evidence available in the previous report, there has been an improvement overall in the quality of teaching. This is due to improved practice in the teaching of literacy and numeracy resulting from in-service training and the national initiatives and to the effective monitoring of planning and teaching in English and mathematics by the headteacher. The need for more training in the teaching of information and communication technology is recognised by the school and has already begun.

16. Teaching in the reception class and in Key Stage 1 is never less than satisfactory and it is good or very good in 78 per cent of lessons. Teachers and support staff show a good understanding of the pupils' needs and communicate with them very well. Staff work together throughout the key stage as a team and in the best interests of the pupils to promote successful learning. Support staff give very good quality support to the reception pupils and to those in Key Stage 1. There is a happy atmosphere that enables the children feel secure to develop their understanding and knowledge. Pupils are eager to share their special moments with their peers and with the staff.
17. Staff maintain very effective control throughout lessons and their enthusiasm makes the children eager to learn. In some lessons such as science, geography and design technology pupils are not always given sufficient opportunities to plan and record their findings.
18. Teaching in Key Stage 2 is good overall: 50 per cent of lessons are good and 17 per cent are very good. The teaching in Years 5 and 6 is mostly good. Support staff contribute well to pupils' reading and mathematical development during the literacy and numeracy sessions.
19. The teaching of English and mathematics is good overall but there are some areas in which the school should improve. The strengths in English include the way that at both key stages, teachers question pupils effectively and probe for their comprehension of challenging texts. They develop pupils' vocabulary carefully and use correct terms for grammar, particularly in Years 5 and 6. They give good explanations and clear instructions for tasks in English and mathematics. In mathematics teachers use open questions well and maintain a good sharp pace to the mental sessions. This promotes pupils' understanding and in reviewing their answers directs pupils' thinking for mental strategies. The closing parts of literacy and numeracy lessons are mostly used well to consolidate learning and to provide a point for moving onto the next lesson. In some numeracy lessons at Key Stage 1, pupils sometimes spend too much time practising and consolidating work. Teachers do not always mark pupils' work carefully enough and give helpful comments to move them forward. Pupils do not have sufficient opportunities to develop their independent reading and writing skills across all subjects of the curriculum. For instance, in Years 1 and 2 pupils' record little work in subjects such as history and science and older pupils in Key Stage 2 have few opportunities to develop their independent research skills in geography and history.
20. In most subjects teachers show good subject knowledge. They give clear explanations and use appropriate subject vocabulary. They are enthusiastic and their enthusiasm spills over to the pupils and motivates them. Teachers have very good relationships with their pupils, interesting and involving them at a level which is relevant for their age. This is particularly the case in science, music and design technology lessons. In the best lessons at Key Stage 2, teachers' expectations of what pupils are to learn in the lesson are shared with them and emphasised at the start. This is good practice and as a result pupils are well focused in their work which leads to them making good progress. A good example was seen in a Years 5 and 6 English lesson when pupils were given a clear focus to look for clues to explain the motivation of characters in a text extract. Pupils are fully involved in whole class sessions and as a result enjoy showing others on the white board how they arrive at their solutions and answers. Teachers and support assistants keep a close check on how pupils progress in lessons and intervene and support their learning successfully to eliminate any difficulties they might have. In science, teachers promote pupils'

enquiry skills very well and give good opportunities for working collaboratively in mixed groups. This was very evident in a science lesson for pupils in reception, Years 1 and 2, when pupils examining different materials had opportunities to learn from each other. However, teachers' expertise in information and communication technology is not secure for all teachers in all strands of the ICT curriculum and some teachers are very insecure. Information and communication technology does not receive sufficient attention from teachers across the subjects of the curriculum. Computers are not used enough. ITC is used very infrequently in mathematics and science and although a small number of pupils have experience in word processing, they do not have enough chance to use and develop their skills in ICT.

21. Lesson are well organised and prepared. Teachers usually have resources to hand, which they use imaginatively and efficiently. For instance, they provide pupils with a wide selection of different shaped containers in observational drawing in art. However in geography, and history teachers use few artefacts to bring the subjects alive for the pupils. This is not the case in religious education lessons when artefacts are used appropriately in lessons and in displays. In a good science lesson, a visiting specialist from the local secondary school made good use of resources for a scientific enquiry into methods of filtration. Pupils were engrossed in their collaborative work and picked up the new work quickly from their practical experience.
22. Although teachers mostly use assessment results effectively in mathematics and English, in other subjects, teachers tend to prepare the same work for all pupils. They do not identify specific areas or targets for improvement that pupils need to develop and share these with pupils and parents.
23. Homework supports pupils in their learning. Seventy five per cent of parents who returned the questionnaires commented favourably about the amount of work given to pupils to do at home.
24. Teachers fully involve pupils with special educational needs in lessons. Much of the work given to pupils is the same for all levels of ability, and this means a real challenge for pupils that the school has identified as having special educational needs. Teachers give tasks that are more appropriate for those who learn more slowly and pupils with special educational needs. Usually, the teachers themselves spend additional time with these pupils to explain issues in more detail and to guide their learning. Teachers also ensure that support staff spend most of their time targeting areas of specific need. As a result pupils with special educational needs make good progress in their learning. Their individual education plans are in place and teachers and parents are fully involved in planning and reviewing them.
25. The quality of pupils' learning is good and pupils sustain their concentration, listen and respond well and are keen to work. Teachers have high expectations of pupils' behaviour and manage and control them well whilst still maintaining a positive and encouraging atmosphere for learning. As a result pupils ask questions confidently and teachers always responded to the questions well. Teachers are understanding, patient and prepared to go over work with individuals when they need it. Pupils ask relevant, sensible and purposeful questions about their work in both key stages. In a music lesson for pupils in Years 5 and 6, they make their own suggestions and observations, without being prompted by the teacher, as to how they could improve the quality of their ensemble playing. Across most subjects, pupils work together harmoniously in their group work and help each other to succeed. Pupils' learning in Key Stage 2 benefits from the variety of teachers who visit the school and the expertise that is offered to the school by its part-time teachers and additional support

assistants who support the booster groups for literacy and mathematics. The learning for pupils with special educational needs is good. The additional help they receive enables them to attain well.

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

26. The curriculum meets the requirements of the National Curriculum and religious education effectively. The school has adopted the national literacy and numeracy initiatives successfully, which have helped to raise standards. It has chosen to use the new nationally recommended schemes of work in all other subjects apart from religious education where the locally agreed syllabus is used. This is an improvement since the last inspection. These schemes provide a vital structure to learning, especially where there are mixed year group classes. The school ensures that enough time is given to most subjects, although there is some overlap between design and technology and art and design. More importantly, the school does not allow enough time to teach the full curriculum of information technology, and this does not help to raise standards. Inspection findings show that, over a week, the teaching time that pupils in Key Stage 2 receive is just below the typical time for most schools. The school is taking steps to change this.
27. The school makes sure that all pupils have equal access to the curriculum. Teachers provide well for pupils with special educational needs. They include them in usual class activities but prepare different work for them when necessary. They prepare good individual learning plans so those pupils know exactly what they have to do to improve. Teachers review the plans regularly and then set new, more appropriate targets. Teachers also include all pupils in mixed year classes in the same or similar lessons. This has the advantage of challenging younger pupils, but does not always stimulate the older or more able pupils.
28. There is satisfactory teaching of personal, health and social education. Although the school has no specific policy to guide teachers, most of this aspect of the curriculum is dealt with soundly in the science curriculum and during times when pupils are brought together for quiet discussions and in drama lessons. The school governors have decided that the school should not provide sex education and have told parents. However, teachers deal informally with any such issues that emerge. The school fails in its statutory requirement to have a policy on drug education. The science curriculum does cover elements of drug awareness, but the school lacks a specific approach.
29. The school extends the curriculum with the use of visits out and visitors into school. It has recently organised whole school visits to museums and to a Sikh temple. It has begun to provide French lessons for Key Stage 2 pupils to help prepare them for secondary school. It offers a satisfactory range of out-of-school activities. However there are few displays of interesting topics in the school. Pupils do not engage in multi-media activities, and have few opportunities to appreciate the qualities of major composers, writers or poets. Pupils have little time to develop their independent study skills during lessons although they broaden their horizons when researching information on the Internet for some homework.
30. Teachers plan the curriculum carefully. With the new schemes of work, they clearly specify what pupils should be learning from year to year and from week to week. They use a two-year rolling programme to ensure that all pupils cover all aspects of

the curriculum in each subject. However, they do not always plan skilfully enough to develop pupils' learning skills fully, such as mapping in geography and design features in design and technology. Teachers blend subjects with other subjects effectively. For example, in a physical education lesson, pupils create dance movements to reflect the social problems produced by World War 2. Nevertheless, teachers do not have a systematic approach to this. Teachers do not use mathematics or information and communication technology to good effect to support other subjects.

31. The school has good links with the community which benefit the pupils. There are visits by the local vicar and policeman, for example, to raise awareness about spiritual and social issues respectively. The mobile library calls every fortnight to broaden the scope of the pupils' reading material. The pupils perform every Christmas to local people, such as in a Christingle service in the parish church. Information about school activities is found in the village newsletter. There are sound links with other schools in the area. The headteacher benefits from regular meetings with other headteachers. This work is leading, for example, to the creation of a joint web-site, supported by a local newspaper. Pupils have the opportunity to visit their secondary schools in advance. More recently older pupils have benefited from the expertise of secondary teachers who come to teach them science and French. The links with other schools ensure a smooth transition as pupils leave the school and all pupil records are passed on to ensure the continuity of learning.
32. The spiritual development of the pupils is satisfactory. Through regular assemblies, the school shows pupils how religion can touch their lives. For example, a school governor and preacher showed how the parable of the lost sheep might refer to any of the pupils in certain circumstances. There is an opportunity to pray in assemblies and the pupils recite the school prayer very well. Opportunities for personal reflection are common in religious education lessons when pupils and teachers explore their feelings and share their personal moments together.
33. The school has a good approach to morality. Teachers are very good role models and ensure that pupils clearly know the difference between right and wrong. In the Key Stage 1 classroom, the pupils agree on a wide-ranging set of rules, which include being sensible, neat and tidy, but which also mention 'smiling a lot' and 'loving books'. In lessons, pupils are well aware of how to behave. When a physical education lesson, for example, becomes a little noisy, the teacher can readily restore calm through a simple request.
34. The school provides the pupils with very good social skills. The small size of the school makes for a close-knit environment and teachers build on this in lessons. There is some paired activity when older pupils help younger pupils with their work. Teachers make sure that any group activity is focused and useful, and that pupils benefit from the advice of others. In Years 5 and 6, all pupils have responsibilities ranging from giving out the milk to sorting out books in the library. Pupils respond very well to the trust given to them by the teachers, such as using the school photocopier unsupervised.
35. The school provides soundly for pupils' cultural development. There is a good focus on the pupils' own local culture, through studies and activities in and around the village. Pupils have the chance to perform in school concerts. They learn about other people's cultures through their geography studies, in particular. Although they learn less about multi-cultural issues on a planned basis, pupils are aware of wider social issues and problems that affect people in other countries. For instance, they

are involved in local community projects to send practical aid to other countries such as water purification in El Salvador.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a safe, secure and caring atmosphere in which the children can develop and learn with enthusiasm. The procedures for monitoring behaviour are very good. The behaviour policy underpins the very good behaviour in school and parents are pleased to send their children to a happy and secure place, where they can form very good relationships with the staff and with other pupils. The school places a strong emphasis on teaching right from wrong. For instance, when a pupil's collection of cards were taken from a teacher's desk a letter was sent home very clearly stating the school's views on theft.
37. Arrangements for child protection are satisfactory but are not always recorded. Aspects of the Health and Safety policy are very good and most of the statutory requirements are met. However, there are no written records of the risk assessments carried out in the school. Effective measures are in place to support children when they first enter school and also when they leave. Pupils are reminded, as a matter of course, of things that will help them to stay fit and healthy, for example not lifting things that are too heavy, and washing their hands when visiting the lavatory and before meals. Parents are also given health up-dates and reminders in the school newsletter each term. The school works well with other agencies to improve pupil welfare and quickly picks up on pupils' educational needs.
38. The school has good procedures in place to promote good attendance. Registers are marked and closed properly and accurately by teachers. Unexplained absences are followed up and the school makes good use of outside agencies whenever necessary. Parents have good understanding of attendance procedures, and are mostly supportive. There are some incidences of parents taking their children away on holiday during term time. Whilst understanding parents' difficulties the school does everything it can to ensure that parents support the school and do not take pupils away during test and exam times. The punctuality of pupils is very good and there are no exclusions. The school has an effective anti-bullying policy. All staff are familiar with it and it is put into practice quickly if needed.
39. The school has satisfactory systems for assessing pupils' progress from the reception class onwards. Teachers concentrate on the key subjects of English and mathematics in which they give regular formal and informal tests. However, the results of recording pupils' work are not consistent across all classes and key stages which makes it difficult for teachers to access what pupils already know and can do as pupils move through the school. They are less efficient at monitoring progress in science, information and communication technology and other subjects. They know their pupils well but rely on this informal appraisal too much and this is a weakness. In Key Stage 1, assessment is more frequently recorded and in more detail. This gives a better view of how pupils succeed with each phase of new work than the teachers' recording systems in Key Stage 2. The marking of pupils' work is inconsistent across subjects and key stages. Although work is clearly marked comments do not always succeed in moving pupils on in their learning. The school keeps records of test results which gives a useful overview of how pupils develop over the term and the year. The school analyses all results of the national tests to give a clear picture of pupils' strengths and weaknesses in English, mathematics and science.

40. Teachers assess well the progress of pupils with special educational needs. The school is quick to pinpoint areas of concern at an early stage and work with the special needs co-ordinator to produce relevant and effective individual work plans. In these, the pupil's targets are clear and achievable. Pupils' individual education plans are reviewed regularly and new targets are set as appropriate.
41. The school's systems to check and record pupils' personal development are mainly informal but nevertheless they are good. Teachers promote personal development by building a community of a happy, caring and supportive atmosphere where pupils feel secure to develop their understanding and knowledge. They share their special moments with each other and with staff readily. They are encouraged to get on well together, to share ideas and equipment.
42. The school is just beginning to establish a system to track pupils' progress over time in English, mathematics and science. This is good practice and will allow teachers to see how individual pupils get on over several years. It will also enable them to see if pupils are not succeeding. Teachers will then be able to set specific targets for individual pupils or groups of pupils. This system is in the very early stages of developing and it is too early to judge how effective it is.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents give good support to the school and are mostly very satisfied with the standards achieved and what it provides. The open-door policy works well and parents acknowledge that their children love coming to school. Parents feel that children learn well and are happy that the school quickly picks up any learning difficulties and helps the children to improve. They feel that there is a good atmosphere about the school, that good attitudes to work and forming relationships are encouraged, and that behaviour is very good. The inspection evidence supports the parents' views, but not, however their reservations about the levels of homework and extra curricular activity, which are satisfactory.
44. Regular school newsletters inform parents about all aspects of school life, including the curriculum, staffing issues, class arrangements, events and opportunities for parents to be involved in school and on educational visits. The governors do not fulfil all of their statutory requirements in the Annual Governors' Report to Parents. Governors have been alerted to these points. The school prospectus is good, clear and well presented.
45. Children in the reception class are inducted well into school. Pupils' annual reports are well completed and the quality of comments by teachers is good. Parents have two opportunities during the year to discuss their child's progress with the teacher. In addition parents are welcome anytime during the year if problems arise. This gives parents a good picture of their child's progress. Parents of pupils with special educational needs are properly involved from the time a teacher has an initial concern and kept well informed on a frequent basis. Only a few parents are involved in school but more help with school visits. The contribution of parents to their children's learning is sound. The Friends of Grainthorpe School raise large sums of money, which are used appropriately to fund extra resources and provide good social occasions for the children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The overall leadership and management of the school are good. The head teacher leads the school well. He provides a clear direction and impetus to the work of the school. He is an effective leader who is supported well by the majority of the staff and the whole governing body who are well informed as to what is going on in the school. Parents have confidence in him. The contribution of the head teacher is commendable given that he undertakes a very demanding burden of teaching the mixed-aged class of pupils in Years 5 and 6 for four full days each week as well as school curriculum development and the day-to-day management of the school. He is also responsible for the subject co-ordination of literacy, information communication technology and design and technology. Teachers and support staff work hard as a team and generally support each other effectively. The school has no deputy headteacher. The part-time teacher, designated as the second teacher in charge has worked successfully with the head teacher and staff in developing and improving the overview of planning for a two year cycle and the implementation of the nationally recommended schemes of work since the previous inspection. The school has clear explicit aims and values which very effectively permeate the work of the school. This contributes to pupils' very good behaviour, good relationships and good attitudes to work and above average standards in mathematics and English at eleven. Parents, governors and all staff working in the school know the school's aims. They focus on developing high standards of personal achievement and application of skills for each pupil whatever their ability, high standards of behaviour and personal effort, respect for religious and moral values of their own and other cultures and way of life.
47. The head teacher is very evident on a daily basis to parents, staff and pupils around the school and at the beginning of both morning and afternoon school sessions. Parents are pleased that they can approach the school on an informal or formal basis at any time on any concerns that they may have. The school atmosphere is happy and supportive to pupils. Staff succeed in promoting a learning environment where pupils' efforts are valued and pupils are outward going and confident to express themselves freely.
48. The plan for the development of the school is a brief document which spans a three-year period and the current year in slightly more detail. It provides for changes and improvements to what is taught and also includes two other aspects of school management, improving links with other schools and the community, and the programme for buildings and building up further teaching resources. Within these targets it shows a broad overview of what is to be done, by whom, when, and with what resources. However, there is little evidence of the delegation of responsibilities to staff, for instance in the targets set for the curriculum. Time scales given for the success of the targets are long. Although, the plan is not a comprehensive document it succeeds in taking the school forward and maintaining and improving standards overall. Governors, but not all teachers, are aware of all areas of the development plan. Some full and part time staff have a close input at all the different stages of the school. However, they do not all fulfil their roles fully in leading subjects effectively. Some take no more than an interest in their subjects and although joint weekly planning meetings take place, not all are involved in the checking of planning and assessments and teaching of their subject across all key stages of the school. This is done well by the headteacher for English.
49. The school's organisation of pupils with special educational needs is satisfactory. The teacher responsible has only assumed the role very recently and it is therefore

too soon to judge her effectiveness. At present, class teachers have the primary responsibility of creating pupils' individual learning plans which are of good quality.

50. The governors fulfil their responsibilities and most of their statutory duties satisfactorily. The school currently has one vacancy on the governing body. Governors play a supportive management role in leading the school and are beginning to make their own contributions to targets in the planning and the development of the school. They work together as a whole team and have established committees in some areas such as a pay and staffing committee and a curriculum committee. However, no finance committee has been formed as recommended, although all decisions are discussed and taken as a whole governing body. Governors and the head teacher have had to make difficult decisions in order to keep the school budget out of deficit when facing a slight fall in numbers which is critical in a school of this size. They have not shrunk from their responsibilities and have reorganised staffing appropriately in order to do so and to plan strategically for the future. Governors have a sound shared understanding of the strengths in the school. The chair and vice-chair of governors have clear ideas of where the school needs to develop. There are governors linked with the main curriculum areas of the school such as literacy, numeracy and special educational needs. This is good. They are kept informed by staff and from working alongside pupils of the pupils' performance and developments in these areas. The recently appointed staff governor has a good working knowledge of the financial and administrative areas of the school. Several governors visit the school frequently and regularly and are involved in giving good support to pupils in their work. The vice-chair of governors runs the school bank very competently and is ably assisted by groups of older pupils each week. Another governor who is associated with the local Methodist Church supports the learning for several groups of pupils in the school and leads an effective assembly each week. This contributes well to pupils' spiritual development and to their sense of being part of a school and wider village community.
51. The head teacher has begun to monitor teachers' planning and pupils' work and test results in the main subjects of English and mathematics. This work is effective and as a result the school has prioritised the raising of standards in writing as an area for improvement. This is an improvement since the last inspection although further monitoring of mathematics at Key Stage 2 and science and other subjects at both key stages has not been undertaken. This has been due to the limited amount of time available in a small school and the lack of funds, planning and organisation to enable it to happen.
52. The school targets its funds well to promote the development of the school. Within a tight budget, it has carefully earmarked money to help bring in the new National Curriculum and develop a library area. It has worked hard to provide a wet area for Reception pupils without being a drain on school funds. The headteacher and secretary work closely to oversee all financial matters efficiently and keep the governing body well informed of expenditure. The school uses specific grants effectively. For example, recently it was quick to make full use of extra funding for information and communication technology in order to improve teachers' skills. It also makes full use of grant funding to boost the chances of all pupils' success in national tests at the end of Key Stage 2.
53. The school makes reasonable use of new technology in its administration. All the accounts and correspondence are computerised and the secretary is increasingly using e-mail as a means of quick communication.

54. The staffing at the school is adequate and all staff have suitable qualifications and receive relevant training in order to teach the National Curriculum. There has been stability in staffing since the previous inspection although one teacher is now part time instead of full time. This contributes well to the feeling of security and the confidence that is evident amongst pupils. The school makes good use of its small schools' budget to pay for additional subject expertise from the local secondary school for the teaching of science at Years 5 and 6 and the training of teachers in information and communication technology information. Key Stage 2 pupils have taster lessons from visiting secondary school teachers in French. This enhances the curriculum and provides good opportunities for pupils and teacher from the different schools to work together. Support staff make a good overall contribution to the teaching of pupils at both key stages. The nursery nurse in Key Stage 1 gives very good support to the youngest pupils in the reception group particularly in literacy and numeracy and to the whole key stage in other subjects of the curriculum. The new recent support put into place for Key Stage 2 pupils is effective and is helping raise the standard of reading for specifically targeted groups. The secretary has recently been allocated longer hours and this has been a positive way forward to enable her to catch up with record keeping and reduce the administrative load on the head teacher. The school has not yet put an induction policy for new staff or newly qualified staff into place. It has a policy and is implementing procedures for performance management of staff.
55. Although the school building is not generous in its facilities, all subjects of the National Curriculum are taught. However, the headteacher has no office to receive parents in private. The fact that there is no hall presents organisational difficulties and increases the practical lesson preparation time for teachers in some subjects such as dance and gymnastics and for assemblies. Classrooms are of a suitable size and the shared practical areas between them provide increased useful working space. The indoor accommodation has been changed and upgraded since the previous inspection and this has improved the facilities for the reception class in Key Stage 1. Pupils now have immediate access to the main playground and have an opportunity to play with the older children and to integrate into the school socially. The playground is marked creatively and has a climbing frame. These additions offer suitable stimulation for very imaginative play. However, the provision for Reception pupils' physical development is restricted. They have few opportunities to improve and develop their skills in challenging physical activities and with the use of large outdoor equipment and wheeled toys. The school has made some moves towards improving the provision for this area of development since the previous inspection but these are not yet fully completed. Staff facilities have been improved, and the school is in a good state of repair and suffers no vandalism.
56. Resources are satisfactory overall. They are generally used well and readily accessible. Pupils would benefit from the use of additional computers. English resources for meeting the requirements of the literacy hour are in place. Fiction resources are in the appropriate classrooms and adequate although there are few books by established well-known authors for pupils' choice at the end of Key Stage 2. The non-fiction library is in a multi-purpose room. It is not time tabled for class use and individual pupils have few opportunities to use it. The choice of books is limited and classification of books is not sufficiently effective to enable pupils to develop their skills of locating information and personal research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to build on the school's improvements since the previous inspection, to raise standards further and improve the quality of education; the headteacher, staff and governors should;

- (1) Raise the standards of attainment in information and communication technology (ICT) by the ages of seven and eleven by;
 - Ensuring that the recently introduced scheme of work is fully implemented in all year groups
 - Improving and developing teachers' knowledge of ICT to ensure all staff develop their expertise to match that required in the scheme of work and to

enable pupils to use ITC effectively across all subjects of the National Curriculum

- Ensure that pupils are given sufficient time to develop their individual skills in ICT

(See paragraphs: 2, 15, 20, 26, 30, 81, 89, 94, 111, 112)

(2) To improve the rate of progress for each pupil further by;

- Checking pupils' ongoing work more carefully and identifying specific targets for improvement
- Developing a more focused marking policy and ensuring its implementation

(See paragraphs: 19, 22, 39, 82, 83, 103, 128)

(3) Review, develop and support the role of teachers in charge of subjects to enable them to have a clearer understanding of their subject in the school by:

- Making sure they have the time and authority to monitor and evaluate the planning, teaching and assessment in the school and its effect on pupils' attainment

(See paragraphs: 48, 83, 89, 124)

In addition to these key issues for action, the following less significant issues should be considered for inclusion in the action plan:

- Consider and find ways to improve the opportunities for outdoor physical development for the reception pupils

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	57	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	69
Number of full-time pupils known to be eligible for free school meals	N/a	6

FTE means full-time equivalent.

Special educational needs

	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	16

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	4

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
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Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	9	1	10
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (100)	90 (100)
	National	84 (82)	88 (86)	88 (87)

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

** To prevent the identification of individual pupils, boys' and girls' results have not been reported.*

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	2	7
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	100 (77)	86 (85)	71 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	86 (85)	86 (85)	86 (92)
	National	70 (6)	72 (69)	80 (75)

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

** To prevent the identification of individual pupils, boys' and girls' results have not been reported.*

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	69
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6]

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	20.9
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	32

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

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

Financial information

Financial year	2000
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	£
Total income	144380
Total expenditure	144107
Expenditure per pupil	2252
Balance brought forward from previous year	3770
Balance carried forward to next year	4043

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	6	0	2
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	56	42	0	0	2
My child gets the right amount of work to do at home.	44	31	14	6	5
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	42	19	36	3	0
I would feel comfortable about approaching the school with questions or a problem.	67	28	0	0	5
The school expects my child to work hard and achieve his or her best.	61	33	6	0	0
The school works closely with parents.	39	28	28	3	2
The school is well led and managed.	61	33	3	0	3
The school is helping my child become mature and responsible.	58	39	3	0	0
The school provides an interesting range of activities outside lessons.	44	33	14	6	3

Other issues raised by parents

A small number of parents are unhappy with the information they receive about their child's reading progress.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The school has improved the provision for pupils in the foundation stage of their learning since the previous inspection. It has done this by extending the accommodation and setting up a suitable separate area that includes water and sand. Children are admitted appropriately into the reception group, which is part of the infant class, at the beginning of the year in which they are five. At the time of the inspection there were 8 children in the Foundation Stage. Most children start school with skills in communication, mathematics, personal emotional and social development which are typical for those expected for their age. Children's attainment in lessons and scrutiny of their work indicates that most are on course to achieve successfully in the six areas of learning; communication, language and literacy; mathematical development; personal social and emotional development; knowledge and understanding of the world; physical and creative development by the time they reach the end of their reception year. They attain well in the areas of communicating in speech and in listening to instructions, in mathematical development and in their personal, emotional and social development.

Personal, social and emotional development

59. When they begin in the reception class, children's personal social and emotional development is typical of that expected for their age. The school supports children's development well by teaching them skilfully each morning for language and mathematical development. In the afternoons, the children work with the pupils in Years 1 and 2, which encourages them to interact with the older pupils. From the beginning they are part of the whole school and take part in assemblies and playtimes. The role models provided by teachers and support staff are good. All pupils are cared for well and they respond to this accordingly. They are proud of their work, friendly and confident and keen to show visitors what they have accomplished. They have opportunities to play in pairs and larger groups and to make friends both within their own reception group and with the whole infant class. They develop good skills of independence taking responsibility for their own physical education kit and their own packed lunch. They are encouraged to make their own choices and to put away their tools and equipment after use.

Communication, language and literacy

60. Children's attainment in communication, language and literacy is typical of the expectations for their age and most are set to achieve most aspects of the learning goals in this area by the time they reach the end of reception. Teaching in literacy is satisfactory overall and it is good for speaking and listening and early reading skills. Children recognise the difference between pictures and words readily. They share books with their teacher and with the nursery nurse regularly and learn to think and act as readers. For example they accurately recall the characters and events in the stories and rhymes they share together. Children have a writing area, which is used effectively to develop pupils' early writing ideas and skills. Children develop their early writing skills with the practice and use of pencils, colouring and play dough.

Mathematical development

61. Children's mathematical development is good and by the end of the reception year they are set to attain the majority of learning goals. They enjoy a variety of counting games, songs and rhymes for the days of the week. The nursery nurse and teacher use many different ways to develop children's counting skills and mathematical vocabulary. Children learn and recognise numbers from playing hiding games with number fans and creating patterns sticking numerals. Activities are made enjoyable for children who clearly feel they are having fun. Children all count to twenty forwards and backwards and are able to match items to numbers carefully. They enjoy games and songs using early addition and subtraction skills. They add two to ten and know it makes twelve. With the use of attractive and well-prepared number lines they subtract one from three, four or five accurately. Teachers use some features of the numeracy strategy such as the mental and oral mathematics effectively to extend and practise their skills. They learn action rhymes, clap knees and hands in time with their counting and count faster and faster.

Knowledge and understanding of the world

62. The teaching and learning for children in this area of the curriculum is satisfactory. Children develop a sound knowledge and understanding of the world around them and are on course to reach their learning goals by the end of their reception year. They bring favourite items from home into school and talk about them. They build up a collection of objects on the feely table where new words are featured such as *silky*, *smooth*, *hard* and *soft*. In science lessons they take part in an activity with the pupils in Years 1 and 2. They explore a wide range of materials and learn the differences between wood, metal, plastic, paper and fabrics. They are fully engrossed in their work and the teacher and support assistant support them well and give them opportunities to describe the different materials and to express their preferences. Children use the computer regularly and develop confidence in learning how to control the mouse

Physical development

63. Children's physical development is satisfactory overall within the limitations of the indoor and outdoor space available. Children improve their skills of co-ordination, movement, control of their bodies and manipulative skills across the curriculum. Movement lessons cannot start promptly because teachers and children have to rearrange the furniture in the classroom to make space. Children do not have access to a specific area where activities can be set up and children given time to explore, experiment and gain confidence by, for instance, climbing, riding a scooter or pedalling a car in an unhurried way. In physical education lessons children practise their skills in hopping, skipping and rolling. They learn different movements from watching others and practising their own. In lessons such as art they learn to control tools effectively and when they use the water and sand trays they practise and succeed in filling and pouring with different sized containers. Children learn about health and safety and know the importance of wrapping up warmly before going outside and of washing their hands before lunch.

Creative development

64. Children's creative development is satisfactory. They enjoy singing and sing tunefully. They use their imagination in play and act out roles in play situations. Children explore the use of different colours for instance when using pastels in their artwork and learn from others in the key stage. They enjoy forming letters and shapes with malleable materials such as play dough and are proud of what they do.

65. The teaching and learning in the Foundation Stage are good. Children make steady progress in all areas and they benefit from the good number of adults available to them. There is always someone to help, discuss with them and intervene appropriately to extend their imagination when needed. This makes the children secure and happy in their learning. Literacy and mathematical activities are particularly good because staff use a wide variety of interesting activities and games to motivate and communicate with the children and extend their learning. They use questioning very effectively and value the answers from the children. In some structured lessons with Year 1 and Year 2 pupils, there is an over emphasis on the facts that children learn rather than on the development of ways to help them learn. Teachers and staff have high expectations of the children and they provide good role models. Children with special educational needs are identified and supported well in their activities.
66. The curriculum for the Foundation stage covers all of the prescribed learning and activities for children of this age. It provides good opportunities for all children. There are good opportunities for explorative work. The assessment and recording procedures are sound. When children start in the reception class the school assesses children appropriately. Teachers keep a close check on children's progress. Parents are keenly involved with their child's learning from the start. They are kept well informed about the school and receive good quality information about what their child will be learning. There is one useful induction visit into the school for parents and children before they start in the reception class. Parents are encouraged to help in the classroom. The management of the Foundation stage is satisfactory. The Key Stage 1 teacher oversees it successfully although no formal co-ordinator role or school policy has been established.

ENGLISH

67. Standards in English for pupils at the age of eleven have risen since the previous inspection. Inspection evidence shows that pupils attain above average standards in speaking and listening, reading and writing. Over the last four years, test results show that standards have been rising faster than those of schools have nationally. At the age of seven, pupils' attainments are in line with the national average in reading and writing and above the average in speaking and listening. This is not as high as they were at the time of the previous inspection when standards at the end of Key Stage 1 were judged to be above the national average. Over the last four years, Key Stage 1 test results in reading have been consistently above the national average (Level 2). Standards in writing tests have shown an improvement over the last two years and in the 2000 tests results pupils achieved standards above the expectation although none achieved at the higher level. (Level 3). The school recognises and has prioritised writing as an area to be improved throughout the school. No pupils are identified by the school as being gifted and talented.
68. Small groups of pupils in each key stage sat the tests in 2000. There were ten pupils at Key Stage 1 and seven at Key Stage 2. This means that comparison of results with both other schools nationally and with schools in a similar category for free school meals is unreliable. However, based on the average scores achieved for each pupil at the age of eleven, standards were well above the average in 2000. At the age of seven, test results showed that the number of pupils reaching the expected level in reading and writing was very high.
69. At both key stages pupils' skills in speaking and listening are above average. Because they feel secure and have very good relationships with their teachers from the beginning, pupils from the infant class onwards quickly become confident in talking before the whole

class. They respond very willingly to teachers' effective questions in their discussion times during lessons across all subjects. For instance, in a religious education lesson in the infant class, all pupils sit together in a circle and discuss their memories of happy and sad times. They take turns sensibly when speaking and listen to and appreciate each other's contributions with interest. Class discussions follow on sequentially from each child's comments and observations. Year 2 pupils explain how they feel sad or are disappointed by things that have happened to them such as being allergic to horses, which prevents them from learning to ride. They have a good command of vocabulary and ask searching questions and comment effectively. In group reading time during the literacy hour older pupils discuss their reading sensibly and politely with their teachers and support assistants and explain the meanings of difficult words. Pupils speak very clearly to the whole class in discussions. Year 6 pupils speak persuasively and effectively before the whole class when giving their reasons for the motives of characters in a text.

70. Standards of reading are in line with what is expected for pupils at aged seven and are good and higher than is expected at the age of eleven. Pupils learn to read quickly and are well supported in school and at home. Pupils with special educational needs who learn to read more slowly are identified early and are well supported so that they make good progress and achieve successfully in tests by the age of eleven. From the beginning pupils are taught to read aloud together with expression as a whole class. Most are confident in doing so without prompting when reading to visitors. They read assuredly and with understanding taking account of punctuation and speech marks. They develop a good sight vocabulary, use their knowledge of phonics well and read words of two syllables such as *nobody*, *meeting* and *speedway* accurately. They read mostly from reading scheme books and do not all read sufficiently across a wide range of texts. Pupils talk about the characters in their reading books but not all express preferences for stories and poems that they enjoy reading. By the end of Key Stage 2, pupils read and explore a variety of texts in the literacy hour with their teachers. In their discussions pupils in Years 3 and 4 show good understanding of legends when exploring the story of *How the Squirrel got his Stripes*. By Year 6, pupils discuss with interest and insight the main points of selected texts such as the Egyptian myth of Osiris. As a result of good questioning and direction of their thinking by their teachers, they recognise the roles, qualities and motives of different characters in the story and are able to use deduction and the inferences in the extract to form their opinions. Pupils read aloud confidently and with good expression and have good comprehension skills.
71. Writing has been rightly identified as an area for improvement for the curriculum. This is the weakest area of the curriculum, particularly at Key Stage 1. However, the teaching and a planned weekly focus on writing activities are already beginning to have a positive effect on pupils' attainment in this area. Pupils identified as having special educational needs have good support from their teachers and this enables them to make good progress. All pupils make steady progress with their writing in the infant class and standards are in line with national averages by the end of Year 2. They write independently and have many experiences and ideas, for instance when they write a diary about what they did at the weekend. They produce a good quantity of independent writing in a short time during the literacy hour. They write legibly and in sentences beginning to put full stops and capital letters in their work. Pupils strive hard with their spelling and the results are good. They use a wide range of vocabulary and are well supported to do so accurately by the good and various systems of support provided by the teacher. Pupils use word lists, banks, picture dictionaries, and finger spelling cards assuredly. They write in a range of lists, poems, short stories and instructions. Pupils make good progress with their writing in Key Stage 2. Pupils write for a wide range of purposes, such as party invitations, descriptions, poems, interviews, letters and biographies. By the end of Key Stage 2 pupils' writing is above the national average.

Pupils write in different styles, for instance, in the compelling journalistic style of a sports reporter and of an interviewer of Samuel Pepys. They use a wide choice of imaginative vocabulary to achieve their chosen style and have a good understanding of punctuation. The majority of pupils use speech marks, commas, and apostrophes accurately. They use longer sentences, joined and sequenced correctly by well-chosen connecting words, and paragraph their work accurately. Pupils learn to write and edit longer stories although they do not often use computers for this work. Presentation is of a good standard. By the age of eleven pupils lay out their work neatly and join their handwriting legibly. Writing in other subjects such as religious education and history makes a good contribution to pupils' ability to write and report factually.

72. The teaching of English is good overall. Teachers are all confident and have good understanding and expertise in the National Literacy Strategy. They have very good relationships with pupils and choose interesting work and texts to motivate them such as in a Year 6 lesson when the text appealed to pupils' macabre interests and inquisitiveness in the processes of Egyptian mummification. They prepare interesting cards and games for pupils when teaching them new work on nouns and collections for instance, when learning about a *Gaggle of geese* and a *Swarm of bees*. Teachers prepare lessons well and use the time efficiently ensuring that lessons progress at a suitable pace. They bring pupils together at the end of lessons to discuss what they have learnt in the lesson and to explain what they will be doing next. On rare occasions they do not always make sure that work is matched carefully to the abilities of different pupils or groups of pupils. In Key Stage 1, resources prepared by the teacher support pupils well in their spelling when writing independently and this results in good achievement for pupils that continues as they move through the school. Teachers mark pupils' writing carefully at both key stages and point out what pupils need to develop and improve upon, except when pupils use worksheets.
73. The curriculum follows the guidance in the National Literacy Strategy and the subject is managed well. All areas of English make a sound contribution to other subjects. Discussions are an important part at the beginning of lessons. These include lessons such as music and science where appropriate subject vocabulary is explored. Pupils in Key Stage 2 use their reading and writing skills appropriately when for instance writing accounts in history and religious education.
74. The school has supplemented its book and teaching resources recently for the needs of the strategy but there is a lack of breadth in the reading material used by some pupils for their independent reading at both key stages. Pupils are well supported in their reading by parents and many read a broad range of books at home. Reading in school is mainly from the reading schemes and does not always extend pupils' independent reading sufficiently to include a range of well-known authors. The school's own library resources are limited. Although they are supplemented with loans from the local schools' library service and regular visits by the mobile library, there is not enough material across the subjects of the curriculum to support pupils' independent research and learning.

MATHEMATICS

75. Inspection findings show that standards in mathematics at the age of eleven have improved since the previous inspection. At the age of eleven, pupils achieve standards above the national average. This is not quite as good as the results of the national tests in 2000. Then, results showed that attainment was very high compared to national figures and well above those achieved in similar schools for the small number of pupils

who sat the test. The number of pupils in this year's Year 6 class is almost double the size of the group in 2000. This variation of numbers causes results of national tests to fluctuate considerably and is also evident in the results for seven-year-olds.

76. At the age of seven, pupils achieve standards that are expected for their age nationally. This is in contrast to the results of the 2000 national tests that showed pupils were well above the national average compared with schools nationally and above expectations compared with similar schools. This is due to the make up of the two different groups of pupils in different years. The school provides well for pupils with special educational needs, by setting targets and providing extra adult support in class.
77. By the age of seven, pupils are competent in number. They calculate with two digit numbers. They are aware of basic multiplication and are starting to use the 2, 5 and 10 times tables. This knowledge helps them to understand simple fractions, such as halves. They are increasingly able to use elementary strategies to solve problems, such as deducing the numbers of passengers on a bus. They recognise a range of 2D shapes like squares and hexagons. They compare measurements using the correct vocabulary. By the age of eleven, pupils are much more confident in using mathematics as a result of good progress and teaching. They calculate well with numbers to 2 or 3 decimal points, and use fractions to show how ratios work. Their mental agility helps them to find their own methods to add and subtract positive and negative numbers. They calculate the volume of 3D figures showing their workings and use spreadsheets effectively to record and sort data, for example, when comparing pupils' height.
78. The quality of teaching is good overall. In Key Stage 1, teaching is good. Teachers have good knowledge of teaching the numeracy strategy and communicate different ways of working out basic mental calculations and simple problem solving effectively. Teachers encourage pupils to concentrate and be independent in their lessons. In Key Stage 2, teaching ranges from satisfactory to very good, and is good overall. Where teaching is very good, the work is very carefully targeted for different ability groups and the pace of lessons is brisk and very well focussed. All teachers have high expectations and hold pupils' interest, although they do not develop the use of ICT fully during mathematics lessons.
79. Teachers are confident in the subject and explain concepts clearly to the pupils. They promote understanding by using open-ended questions which develops pupils' understanding of new vocabulary and speaking and listening skills further. Teachers value pupils' involvement and contributions, and this promotes a healthy, positive atmosphere within the classroom. Pupils respect the teachers and want to do well for them. Teachers automatically include all pupils in class activities, especially pupils with special educational needs. These pupils play a full role in all activities. Teachers work well with support staff to ensure that pupils with special educational needs fill any gaps in their knowledge.
80. Teachers plan lessons satisfactorily. They provide a clear focus to lessons and structure them thoughtfully. Teachers prepare different work for the pupils in the different year groups within a class. In Key Stage 2 teachers do not monitor pupils' progress enough on a regular basis. This sometimes restricts teachers' ability to meet the needs of groups, pupils or individuals.
81. Teachers are familiar with the National Numeracy Strategy. The structure of their lessons makes learning more rigorous. Although they do not always use time to allow pupils to reinforce learning, they are flexible and sometimes spend longer than planned on explaining new concepts. Teachers make the most of mental sessions at the start of

lessons to generate enthusiasm for the subject and develop keen thinking in problem solving. They also use the final minutes of the hour sensibly to assess pupils' understanding and to deal with any problems that have arisen.

82. The school assesses the progress of pupils satisfactorily. The school has begun to use the regular formal tests at the end of the year to analyse progress over time. As a result, teachers are not yet setting specific learning targets. There is good practice in Key Stage 1 to record pupils' progress frequently during the term and this is starting to help planning. However, this is not consistently practised throughout the school. Teachers do not always mark pupils' work sufficiently well to strengthen pupils' understanding.
83. The monitoring of the subject is under-developed. Numeracy is used satisfactorily across the curriculum and pupils' mathematical vocabulary is developed well in both key stages. The co-ordinator has worked hard to help implement the National Numeracy Strategy and to raise standards. Nevertheless, she has very little time out of her classroom, to observe teaching and to evaluate pupils' progress. The school has not yet enabled her to establish an efficient overview that should help the school develop further.
84. The school has made good progress since the previous inspection. It has maintained good standards, developed a far more comprehensive curriculum and assessment procedures are more secure.

SCIENCE

85. Inspection findings show that standards at the end of both key stages are at the national average. The school has maintained standards at the ages of seven and eleven since the previous inspection .
86. In last year's National Curriculum tests for Year 6, pupils achieved below the average for schools across the country and well below the average for similar schools. However, these results are not reliable with such a small a group of pupils and are affected by absences from the tests. All pupils who sat the test gained the average level (Level 4) or above (Level 5). At the end of Year 2 teachers' assessment of pupils' work shows that nearly all pupils reached the national level although no pupils reached the higher levels. The school has identified science as an area in which to raise standards. It has recently employed a part- time specialist teacher to work with pupils in Years 5 and 6.
87. Pupils at both key stages show good attitudes and enjoy their science lessons. They show enthusiasm in practical work and in carrying out scientific tests. In Year 2, they describe and discuss objects with animation when handling different separate collections of objects made of specific materials. As a result of careful planning, organisation and good quality support by teachers and support staff, pupils learn and explain for instance, how the materials differ or are similar. Pupils use a wide variety of scientific language for explaining the differences and similarities between the collections. This makes a good contribution to their vocabulary and speaking and listening skills. Pupils answer questions and talk confidently about their conclusions which they record appropriately in simple charts. However, because they are not introduced to other more advanced recording systems such as pictograms and Venn diagrams the more able pupils' skills of recording are not fully extended. Information technology is used little to develop pupils' skills of scientific enquiry. Pupils' skills of writing up their scientific enquiry are well directed by teachers and pupils know to record what they did, how they solved a problem and what they found out.

88. Pupils' methods of recording their work improve in Key Stage 2 and from Year 3 onwards they develop a variety of ways to do this. They have a good understanding of the need for a fair test in their scientific enquiries and develop sound scientific knowledge across all areas of the science curriculum. In Years 5 and 6 pupils benefit from enthusiastic specialist teaching in science. For instance, in a practical lesson on the separation of mixtures of liquids, all pupils make good progress in their learning on the processes of filtration. By the end of the lesson they are confident with understanding what they have learnt and in using new vocabulary such as *tripod, filtering and sediment*.
89. From the lessons seen and the good amount and quality of pupils' recorded work, teaching is good overall. All lessons seen in science at both key stages were good. Teachers have good knowledge of the subject. They are familiar with and successfully follow the nationally recommended scheme of work. This has been in place since it was first introduced and has played a significant part in raising pupils' standards. Specialist teaching towards and at the end of the key stages is also a contributory factor in raising pupils' standards of attainment in science. However, teachers do not always set tasks for different year groups or for pupils' different abilities within a class and this means that all pupils complete work at the same level. The marking of pupils' work is often brief and is not always useful for pupils to see what they need to do to improve. Systems for recording and assessment of pupils' work are inconsistent and not sufficiently well refined to be useful, for instance in checking and tracking pupils' progress. The teacher in charge of science shows good expertise although she has very little time out of her own classroom to observe teaching and evaluate pupils' progress right through the school.

ART AND DESIGN

90. Standards in art are satisfactory and have been maintained since the previous inspection. At the age of eleven, pupils' attainment is similar to that usually found in observational drawing, painting and collage. Pupils learn at a steady rate through both key stages. Pupils with special needs are fully involved in lessons and learn as well as others. All pupils have opportunities to work in a variety of media as they move through the school and experience different skills and techniques such as printing, drawing, painting, and collage. In both key stages they learn to draw from first hand observations using a variety of pencils, pastels and charcoal. For instance in Years 5 and 6 pupils draw a variety of different shaped containers. They label their drawings to show that they are aware of the different techniques that they are using and practising. As a result of sound teacher support, pupils understand and try to develop perspective in their drawings. Other work related to *Objects and Meanings* in the nationally recommended scheme of work shows a sound development and understanding by older pupils of colour, tone and shape. They make observations of an interesting range of objects such as quill pens, bottles and sports equipment and use pastels and paints well in their work to show different tones.
91. From Key Stage 1 onwards pupils have good opportunities to draw faces and profiles of each other. By the time they reach the end of Key Stage 2 they are confident in drawing both profiles and full face drawings and show good awareness of how to control their materials in order to achieve the best effect and make their own choices confidently.
92. Pupils of all ages acquire a good understanding of the use of primary colours and of mixing them. They explore texture and shape in their work and the use of bold and careful brush strokes to give different effects. Pupils use a variety of different brushes and tools

to gain their results. Because teachers encourage them they take care in the presentation of their finished work. Pupils enjoy their learning in art lessons. They work very well together and share tools and materials with each other readily. Pupils support each other's efforts and respect the work of others. The oldest have a mature attitude to their work and to the work of others. This is evident when they discuss how they achieve their resulting pictures and portraits with teachers and visitors.

93. The quality of teaching in art is satisfactory. Teachers are confident and give encouragement and suggestions to pupils to help them improve their work. Teachers expect pupils to do their best, and value the efforts that pupils make. Work is carefully mounted and displayed around the school. Teachers plan, prepare and organise their lessons effectively. They provide a variety of suitable tools and resources in lessons and plan for and use the help of classroom support assistants efficiently. However, they do not develop the use of art programmes with computers although Key Stage 2 pupils are beginning to use the Internet to find out about famous artists.
94. The subject is managed adequately although the part time co-ordinator that teaches in Key Stage 2 makes little contribution to the work in the infant class. The curriculum for art has been reviewed and the school is now using the government's recommendations for art in order to ensure that all art skills are taught sequentially. However, the school does not check to see that pupils acquire these skills.

DESIGN AND TECHNOLOGY

95. By the age of eleven, pupils' attainment is in line with national expectations. This is similar to the findings of the previous inspection. There was not enough evidence available during the inspection to judge the attainment of pupils at age seven.
96. Pupils in Years 1 and 2 design and make objects, like fruit salads and party hats. Pupils in Key Stage 2, especially in Years 5 and 6, make steady progress. They plan and show their designs effectively. They provide details of the materials and shape of, for example, a moving toy. Although they are less precise with showing how a mechanism will work, they produce working parts, such as a cam. Their constructions are sound, using basic materials like card and polystyrene. Pupils in Years 3 and 4 are less skilled at cutting and shaping designs for picture frames, but they produce striking models of Tudor houses, complete with thatched roofs.
97. The quality of teaching is satisfactory. Teachers have sufficient skills to explain how models might work and how design needs to be thought through. Teachers encourage pupils to prepare properly by using designs. They provide topics which interest pupils such as moving toys and pencil boxes. They ensure that pupils use a reasonable range of skills from cutting and attaching to evaluating what they have achieved. From this, pupils learn vital lessons. One pupil said, 'I learned that I need to measure rather than guess'. Tasks do not always challenge pupils enough. Simple materials such as cardboard are used frequently which denies pupils the more challenging opportunities of working in plastic, wood or metal.
98. The school has recently strengthened the curriculum for design and technology with the use of the nationally recommended scheme of work. This development should widen pupils' overall experiences although it is too soon to judge the effect of this. For some classes, lessons in design and technology alternate with art and this limits the amount of progress pupils can make.

GEOGRAPHY

99. Standards are very similar to those of the last inspection. In both key stages, pupils reach levels that are appropriate for pupils of their age. The school allocates enough time for the subject and it places strong emphasis on local study, which is very relevant to the pupils. It does not, however, encourage pupils enough to develop effective research skills, which are especially important for older pupils.
100. Pupils in Years 1 and 2 learn about simple mapping through plotting their route from home to school. They add simple symbols to maps to show locations of lakes, windmills and castles, for example. They begin to appreciate how life is different in other countries. They know why many houses in Bangladesh are built on stilts and how the people there prepare for occasional cyclones. Pupils do not, though, show their knowledge enough through writing and pictures to consolidate their learning. Much of the teaching and learning is carried on by talk and although this is effective, pupils do not always consolidate their learning enough by writing or drawing pictures. In Key Stage 2, pupils extend their awareness of maps by pinpointing locations within their village. They carry out simple research by questioning local people about the area. They also know about the water cycle and how the water supply works. They know how to purify water and learn of the environmental value of conserving water. Pupils show facts well in their writing and diagrams.
101. The teaching of geography is sound. Teachers are enthusiastic and knowledgeable about the subject and, as a result, pupils enjoy it. The focus on local studies is sensible, as pupils relate to it. In a lesson on coasts, for example, the teacher encouraged pupils to discuss specific coastal areas they had visited, especially one close to the village. The school had recently been on a trip to nearby Cleethorpes to further its work on the coastline. Teachers clearly identify areas of learning. They bring in useful vocabulary, like erosion and deposition, when looking at rivers, to give the learning some depth. They use time in lessons to develop pupils' speaking and listening skills, although they are less demanding of pupils' written work or diagrams.
102. Teachers do not always mark pupils' work regularly to guide and improve pupils' progress. They do not encourage pupils to find information for themselves from reference books or other material. Resources are not always used sufficiently well to bring the subject alive. In lessons teachers limit their approach mostly to talk and books without the use of other media.
103. The school places suitable emphasis on geography and provides a good curriculum. Teachers use it well to develop other subjects such as art. They do not, however, systematically plan for other subjects. They do not involve information and communication technology enough as a means of research, or maths to produce graphs of results.

HISTORY

104. Standards in history are average at the ages of seven and eleven. This was very much the picture in the last inspection. The school has introduced a new national scheme of work to strengthen the curriculum, and provides sufficient weekly time to cover it.

105. By the age of seven, pupils have a satisfactory knowledge and understanding of famous people and past events. They know, for example, about the value of Florence Nightingale's work and how Guy Fawkes paid dearly for his treachery. They know that the Great Fire of London was quite devastating. They learn about and appreciate the differences between modern housing and houses in the Victorian era sufficiently well to specify cellars, roofing material and types of windows as being notable changes over time.
106. By the age of eleven, pupils develop a deeper knowledge of historical facts. For example, they know not only about Henry VIII and the names of his wives but something of his character, such as his elegant but moody nature as a young man. They understand too how the different invaders of Britain had a major impact on the country, for example, in buildings and clothing. They know of the social revolution in the 19th century and about key figures like Dr Barnardo and how social issues were key factors immediately after World War 2. Whilst their knowledge is sound, pupils do not present their information with useful drawings or pictures and do not search through reference material often enough.
107. The teaching of history is sound. Teachers have good relationships with the pupils which makes for a happy atmosphere. They value discussions with pupils to strengthen understanding and learning. Their use of resources, like models and posters, to demonstrate how time changes things, in for instance, Victorian house design, helps pupils to compare the differences quite clearly. There is not, however, much evidence that teachers regularly use artefacts to bring history really alive. Teachers encourage pupils to record information and this makes pupils concentrate harder in lessons. Teachers rarely guide learning through helpful comments in their marking.
108. The school gives history enough time on the timetable. It has brought in a new scheme of work to ensure the right amount of coverage. The learning resources are adequate, but there are few artefacts, videos or CD-ROMs.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

109. Standards are not as good as at the previous inspection. They are below national expectations by the end of both key stages. The school has not been placing suitable emphasis on using the subject as an integral part of learning, and it does not give sufficient time for ICT on the timetable.
110. By the age of seven, pupils know how to use the mouse to operate a computer. They are quite adept at selecting options on a paint programme to draw outlines and shapes and fill them with colour. They can save their work and close down programmes efficiently. They are less skilled at finding and opening up programmes, like word documents. On these, they can type in words but do so slowly and uncertainly. They have little idea how to edit text and do not know how to find their work, after it has been saved. Pupils have few experiences of using information and communication technology for other reasons. By the age of eleven, pupils show more confidence at the keyboard. They mostly find and open programmes easily, and select options swiftly. They type text efficiently enough but only the more able pupils can edit it easily. They are also very comfortable using a paint programme. They are beginning to use spreadsheets to sort information. They can mostly use e-mail, but not all pupils have recent experience of sending or receiving mail. They know how to programme the movements of a screen

'robot'. However, they have too little experience of using ICT in other areas, such as measuring and recording data in science.

111. Teaching is unsatisfactory overall and does not ensure sufficiently high standards. Most, but not all, teachers understand the technology well enough to explain procedures clearly to pupils. However, they do not allow enough time for pupils to work at computers. Teachers use short sessions to explain new applications, such as spreadsheets, but pupils are not well enough organised by teachers to allow them all to practise newly learned skills. There is little opportunity for pupils to make use of new technology to support their learning in all subjects. They are starting to use the Internet to help research into geography and history. They type occasional poems, but there is very little else. Teachers do not formally assess pupils' progress. They do know roughly what each pupils can do, but do not keep a record of exactly what skills pupils develop and use this to guide their planning.
112. The school is trying to strengthen the subject. It has recently adopted the new national scheme of work and staff are attending extra training. This is positive action, but the school has previously lacked a planned programme for the teaching of skills and their uses across a whole range of applications and curriculum subjects. There are just enough computers spread throughout the school. However, pupils would certainly benefit from more access to more computers.

MUSIC

113. The school has maintained satisfactory standards in music since the last inspection. Standards of attainment are typical of those expected for pupils aged seven and eleven.
114. By the time they are eleven, all pupils are able to perform and play either a recorder or a whistle using standard and non-standard notation. They have a good understanding of musical terms such as *discord* and practise and demonstrate their playing before each other effectively. Pupils follow the teacher as conductor carefully and strive and succeed in acquiring good intonation on their instruments. They learn quickly in their lessons and are interested and take a pride in their work. They make good suggestions for improving their performance. They have a suitable repertoire of tunes and play their instruments and sing in four part rounds such as *Freres Jacques*, *London's Burning* and *Who has seen the ghost of Tom*. They maintain their parts accurately and tunefully.
115. At the age of seven, pupils reach standards in music that are typical for their age in performing and composing. They sing together to a taped accompaniment tunefully with clear diction. They sing a variety of songs with choruses and verses. They make good progress in their learning when exploring different ways of composing and recording their group work together. They learn to compose and write their own simple graphic scores using a variety of sounds with their bodies and voices. As a result of experimenting together and listening to and comparing each other's efforts, they quickly understand how speed affects the sounds they make and the difficulties in changing the speed and loudness and softness of their sounds. This collaborative group work promotes pupils' social skills very well.
116. Pupils' response to teaching is good. They have positive attitudes to music and are well behaved in lessons. They listen to their teachers and try hard to please. They are keen to play instruments and handle them with care. They enjoy singing, know the words of their songs thoroughly and participate enthusiastically.

117. The quality of teaching in music is good at both key stages. Teachers have a thorough knowledge of the subject and are confident in teaching music; many of them play instruments and sing to a good standard. Lessons are prepared with clear aims and are presented with enthusiasm.
118. The co-ordinator for music has recently become a part time teacher and now takes little responsibility for developing music in the school. This has reduced the profile of the subject. There are missed opportunities for promoting the music curriculum. For instance, in assemblies although pupils generally sing one hymn, they do not have opportunities to listen to and appreciate music by well-known composers or music from different places. The recently produced nationally recommended scheme of work is currently being used successfully and some teachers use a taped scheme to support this in their lessons. There are no extra-curricular opportunities for pupils in music although occasionally visiting music groups enhances the curriculum. Instrumental resources for music are adequate although there is a shortage of a range of instruments and recorded music from different cultures and periods in time.

PHYSICAL EDUCATION

119. Standards in physical education have been maintained since the previous inspection and are in line with the expectations of pupils at the ages of seven and eleven. The school uses the recently produced and recommended national scheme of work.
120. The school does well to teach physical education indoors, given the poor facilities. Each time there are indoor classes in either key stage, the largest Key Stage 1 classroom has to be vacated and cleared of furniture. This is not satisfactory and affects the length of lessons and the quality of learning. Teachers go to great lengths to ensure that pupils' safety is not compromised and pupils too appreciate the need to be sensible in lessons. Outside, the situation is much better with a good, well-surfaced yard and reasonable sized playing field.
121. Pupils have sound gymnastic skills by the age of seven. They know how to control their bodies in order to move on the floor in a variety of ways. They learn how to experiment by, for example, hopping backwards or crawling on three limbs. They become more aware of the need for rigour and repetition to ensure good muscle control. They also know how to move in a confined space with due regards for other pupils. By the age of eleven, pupils have greater control of their bodies. This helps them to think up and practise sequences of dance moves, working in small groups. They can perform an efficient series of steps and turns in response to music, but are not so confident and successful when having to invent their own. Pupils work well with their partners, although they do not always listen to or heed other pupils' suggestions. Like the younger pupils, these pupils are very aware of the confined spaces, in which they work, and are considerate of other pupils who are working close by.
122. The teaching seen was satisfactory with good elements. Teachers ensure that all the pupils know what is expected of them. They explain the various techniques required of the pupils, but do not give opportunities for pupils to demonstrate these frequently enough. Nevertheless, they guide and inspire the pupils and encourage them to experiment with different movement sequences. They create a lively atmosphere in the classroom, which also serves as a hall, where all pupils feel keen to be involved. The strong rapport between the teachers and the pupils guarantees a good response and thoughtful behaviour from the pupils. However, teachers do not always expect high enough standards from the pupils. In one dance lesson, the teacher allowed pupils to be too casual instead of concentrating on developing their techniques.

123. The school allows ample time for physical education although it cannot be certain that all pupils will be able to swim 25 metres by the time they leave school. The management of the physical education curriculum has not been rigorous enough by the co-ordinator. Swimming lessons, which are a statutory requirement, have not yet been arranged for Key Stage 2 for the current year. The school intends to ensure that all current Year 6 pupils will receive swimming tuition, but, as yet, it has no definite plans in place.

RELIGIOUS EDUCATION

124. Pupils attain levels in line with the expectations outlined in the locally agreed syllabus at the ages of seven and eleven. This is similar to the standards attained at the previous inspection. The school is just starting to use the newly revised locally agreed syllabus and plans lessons and topics accordingly although there is no carefully devised whole school plan. Teachers supplement their teaching of religious education with the new nationally recommended scheme of work. The management of the subject is sound and the co-ordinator is trained in religious education. This has a particularly good effect on the teaching of religious education in Key Stage 1. No monitoring of the subject takes place. Resources and teaching are good overall and this results in steady progress for all pupils including those with special educational needs who receive appropriate tasks to enable them to progress.

125. Pupils make satisfactory progress throughout both key stages. Inspection findings confirm that religious education fulfils the requirements of the locally agreed syllabus and that pupils' attainments are in line with those expectations.

126. At the end of Key Stage 1, many pupils have satisfactory knowledge appropriate for their age of Christianity and Judaism. They know that the Bible is an important book for Christians and that the Torah is the important book of the Jewish religion. They are familiar with how Jewish children worship at a synagogue and compare this to worship at a Christian church. They learn, understand and explain the significance of their own special things that have importance to them and how a crucifix and a rosary are important to Christians.

127. In Key Stage 2 pupils continue their study of Christianity and Judaism faiths in increasing depth and also include another faith Sikhism in their studies. They show an interest in their work and make regular written recordings of what they learn. They know that religious people live their lives in special ways and write about a wide variety of bible stories, for instance, comparing the birth of Moses in the Old Testament and the birth of Jesus in the New Testament. They recognise and study the need for rules and how Moses established the Ten Commandments. They examine the rules of the different religions that they study and the variety of ways and festivals that different religions celebrate. They continue to appreciate the qualities in themselves and those of their friends such as honesty, fairness, helpfulness and caring and sharing.

128. Teaching is satisfactory overall at both key stages. The syllabus is covered well and as a result pupils' written work is recorded regularly, although work is rarely marked or commented upon in Key Stage 2. Teaching is well prepared and in Key Stage 1 teachers lead discussions very well, encouraging all pupils to take part. Teachers use questioning skills very effectively to develop the pupils' understanding. Resources are well displayed and pupils have the opportunity to handle feel and draw them. A visit to a Sikh temple has enriched the religious education syllabus. Assemblies and visitors in from different local

churches make a good contribution to pupils' learning and understanding of religious education.