

# INSPECTION REPORT

**HOLTON-LE-CLAY JUNIOR SCHOOL**

GRIMSBY

LEA area: LINCOLNSHIRE

Unique reference number: 120497

Headteacher: Mr. D. Ibberson

Reporting inspector: Stuart Dobson  
18074

Dates of inspection: 11-14 June 2001

Inspection number: 197482

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

|                              |                                                |
|------------------------------|------------------------------------------------|
| Type of school:              | Maintained                                     |
| School category:             | Community                                      |
| Age range of pupils:         | 7-11                                           |
| Gender of pupils:            | Mixed                                          |
| School address:              | PICKSLEY CRESCENT<br>HOLTON-LE-CLAY<br>GRIMSBY |
| Postcode:                    | DN36 5DR                                       |
| Telephone number:            | 01472 826432                                   |
| Fax number:                  |                                                |
| Appropriate authority:       | THE GOVERNING BODY                             |
| Name of chair of governors:  | MRS J. LEWIS                                   |
| Date of previous inspection: | September 1997                                 |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members          |                      | Subject responsibilities                                                                          | Aspect responsibilities                                                                                                |
|-----------------------|----------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Stuart Dobson 18074   | Registered inspector | Equality of Opportunity, Science, Design and Technology, Religious Education.                     | Context of the school, Standards of Achievement, Quality of Teaching, Leadership and Management, Areas for Improvement |
| Jenny Madden 13450    | Lay inspector        |                                                                                                   | Pupils' attitudes, values and personal development<br>Care for Pupils<br>Partnership with parents.                     |
| Angela Smithers 17456 | Team inspector       | Mathematics, Art and Design, Physical Education, Music.                                           | Quality of Curriculum,                                                                                                 |
| John Manning 2893     | Team inspector       | Special Educational Needs, English, Information and Communication Technology, Geography, History. |                                                                                                                        |

The inspection contractor was:

**Glenside Education**  
 3 Middlefield Close  
 Weaverthorpe  
 Malton  
 North Yorkshire  
 YO17 8EJ

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

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

## REPORT CONTENTS

|                                                                                                       | Page      |
|-------------------------------------------------------------------------------------------------------|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                                                  | <b>6</b>  |
| Information about the school                                                                          |           |
| How good the school is                                                                                |           |
| What the school does well                                                                             |           |
| What could be improved                                                                                |           |
| How the school has improved since its last inspection                                                 |           |
| Standards                                                                                             |           |
| Pupils' attitudes and values                                                                          |           |
| Teaching and learning                                                                                 |           |
| Other aspects of the school                                                                           |           |
| How well the school is led and managed                                                                |           |
| Parents' and carers' views of the school                                                              |           |
| <b>PART B: COMMENTARY</b>                                                                             |           |
| <b>HOW HIGH ARE STANDARDS?</b>                                                                        | <b>10</b> |
| The school's results and achievements                                                                 |           |
| Pupils' attitudes, values and personal development                                                    |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>                                                                    | <b>12</b> |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>13</b> |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>                                                  | <b>15</b> |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>16</b> |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>                                                        | <b>17</b> |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>                                                  | <b>19</b> |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>                                                             | <b>20</b> |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>24</b> |

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the large village of Holton-le-Clay in the northeastern part of Lincolnshire. It is an area of predominantly, but not exclusively, privately owned housing. It is an average sized primary school with 209 pupils on roll aged from seven to eleven years old. There are no pupils with English as an additional language. The percentage of pupils with statements of special educational need is similar to the national average. The percentage of pupils on the register of special educational needs is above average. Most of the pupils on the register of special educational needs have general learning difficulties. The number of pupils eligible for free school meals is below the national average. Pupils' attainment on entry to the school is similar to the national average in mathematics but below average in reading and writing.

The school was built for a smaller capacity than its present roll and has been developed as the school has grown. The classrooms are mostly small with a consequent effect on the space available for teaching. There are a number of other work areas in the school. The hard play surfaces outside the school are large and there are extensive grounds.

### **HOW GOOD THE SCHOOL IS**

This is an effective school because from entry at the age of seven, most pupils make good progress in English, mathematics and science and in most other subjects. The headteacher makes good analysis of the pupils' achievements and leads the school in setting targets for improvement. The current focus on improving writing is entirely appropriate for this school. The governors work with the headteacher in a spirit of full co-operation. The school is calmly led and is well placed to improve steadily. The quality of teaching is good or better in almost three-quarters of the lessons and this supports pupils' learning very well. The school provides a broad and generally balanced curriculum. Pupils with special educational needs are supported well and they make good progress. The school gives satisfactory value for money.

#### **What the school does well**

- Pupils are supported in making good progress in most subjects.
- Pupils behave very well at all times and have positive attitudes to learning, to each other and are enthusiastic about the school
- In many of the classes there is consistently good and often very good teaching.
- The school provides a good range of extra-curricular activities from which many pupils benefit.
- The school makes good use of assessment and monitoring information to help to match provision to all pupils' needs.

#### **What could be improved**

- The school could make better use of the curriculum time available to improve standards of writing in all subjects across the curriculum.
- The quality of the learning environment needs significant improvement in many areas of the school so that it better reflects the 'stimulating and well resourced learning environment' described in the school's aims statement.
- The library and other reading resources need urgent attention because the library is inaccessible and contains much inappropriate and out-of-date stock and the school reading scheme is in poor condition, is out of date and fails to stimulate interest in reading.
- There is insufficient planned provision for pupils' personal, social and health education.

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

The schools strengths significantly outweigh the areas for improvement.

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

The school was last inspected in September 1997. Since then there have been improvements in five of the subjects; there has also been improvement to the school's provision for pupil's spiritual, moral,

social and cultural development. The quality of teaching has improved overall. In addressing the issues which were raised for improvement, very good progress has been made in developing the pupils' skills of investigation and problem solving in a range of subjects. There has also been very good improvement in religious education and this makes a very significant contribution to pupils' cultural development. The school now challenges the most able pupils well. There have recently been significant changes to the provision for information and communication technology but these changes have not been in place for many days and improvement in this subject is currently satisfactory.

## STANDARDS

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

| Performance in: | compared with |      |      |                 | Key                                                                                             |
|-----------------|---------------|------|------|-----------------|-------------------------------------------------------------------------------------------------|
|                 | All schools   |      |      | similar schools |                                                                                                 |
|                 | 1998          | 1999 | 2000 | 2000            |                                                                                                 |
| English         | A             | B    | C    | C               | well above average A<br>above average B<br>average C<br>below average D<br>well below average E |
| Mathematics     | A             | A    | B    | B               |                                                                                                 |
| Science         | B             | A    | C    | C               |                                                                                                 |

Results of tests in English and science taken by eleven-year-olds have been above the national average and above those of schools in similar circumstances for three of the last four years but were similar to the national average in 2000. Results of tests in mathematics have been maintained at above the national average and above those of similar schools. In 2000, the proportion of pupils attaining higher levels in tests was similar to the national average in mathematics and science but were slightly below average in English. Performance in reading is generally stronger than in writing. The inspection findings indicate that standards are above average this year in science and mathematics and are similar to the national average in English. By the time that they leave the school, pupils have good skills in literacy and numeracy. The school is likely to meet its current targets which are appropriately challenging.

In information and communication technology (ICT), design and technology, geography, history and physical education, standards are broadly in line with those expected. Standards are above expected levels in music, art and religious education.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment                                                                                                                                                   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school                | Pupils have good attitudes towards the school and they apply themselves well to their lessons. They are always willing to contribute.                     |
| Behaviour, in and out of classrooms    | Pupils' behaviour is very good in the classrooms and at break-times when they are less closely supervised. There is very little unsatisfactory behaviour. |
| Personal development and relationships | Pupils' personal development is good and the relationships between the pupils and between the pupils and most of the staff are positive and constructive. |
| Attendance                             | Attendance is currently satisfactory but levels of attendance are falling as more and more parents take holidays during term time.                        |

Pupils generally work well together and many of them willingly take on responsibilities.

## TEACHING AND LEARNING

|                            |                        |
|----------------------------|------------------------|
| <b>Teaching of pupils:</b> | <b>aged 7-11 years</b> |
| Lessons seen overall       | Good                   |

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

Teaching is good overall and at times very good and occasionally excellent. In ninety six per cent of lessons teaching is at least satisfactory. Fifty per cent of these lessons are good and seventeen per cent very good. Six per cent are excellent. Four per cent of lessons are unsatisfactory. Teaching by some teachers is consistently good and very good and in these situations pupils are well managed, there is good use of praise and encouragement and learning moves on at a good pace. There is considerable variation in the quality of teaching throughout the school as in a minority of classes the quality of teaching is mostly satisfactory.

Teaching of basic skills in literacy and numeracy is generally effective and often good. Most lessons are carefully organised and teachers are making good use of the national literacy and numeracy frameworks to support their teaching. In many lessons, there is a good level of challenge for higher attaining children.

Occasionally in some lessons too much time is spent on introductory sessions and the lesson lacks pace. The main weakness in unsatisfactory lessons is in the individual teacher's lack of subject knowledge and understanding, as seen in one physical education and one mathematics lesson. In these lessons pupils made little progress.

## OTHER ASPECTS OF THE SCHOOL

| Aspect                                                                                      | Comment                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum                                                     | The curriculum is satisfactorily broad and balanced and all statutory requirements are met. The school continues to make adjustments and refinements to improve the curriculum. There is good provision for extra-curricular activities through lunch-time and after school clubs.                                                                                                    |
| Provision for pupils with special educational needs                                         | Provision is good. Pupils are supported well in the classroom and when they are withdrawn for additional help. This supports them in making good progress.                                                                                                                                                                                                                            |
| Provision for pupils with English as an additional language                                 | There are no pupils receiving support for English as an additional language.                                                                                                                                                                                                                                                                                                          |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is satisfactory overall. There has been improvement since the last inspection in the provision for pupils' spiritual development, particularly in the opportunities given for them to reflect on their ideas, thoughts and learning. Provision for social development is good and religious education now makes a significant contribution to pupils' cultural development. |
| How well the school cares for its pupils                                                    | The pupils are secure and generally cared for well. The monitoring and supporting of pupils' academic development is stronger than that for their personal development. Pupils are given generally good guidance.                                                                                                                                                                     |

There are sound working relationships with parents who are involved well with their child's learning. Some of the parents help in the school and this benefits all the pupils. The school has not kept up to date with child protection procedures but has already made plans to attend training. There is a need to up-date governors' health and safety procedures.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect                                                           | Comment                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | The headteacher, supported by the deputy-head, manages the school in a calm and secure manner. The curriculum co-ordinators lead their subjects well and are in a strong position to support school improvement.                                                                               |
| How well the governors fulfil their responsibilities             | The governors fulfil their statutory responsibilities and have a generally good understanding of the strengths and weaknesses of the school. However, they are not sufficiently involved in shaping the direction of the school.                                                               |
| The school's evaluation of its performance                       | Good use is made of information from standardised tests to evaluate the effectiveness of the curriculum and to set targets for further improvements. Areas for improvement are detailed in the school development plan which informs staff and governors about the focus for the current year. |
| The strategic use of resources                                   | Financial resources are mostly used well but there has been insufficient spending in the past on learning resources. Management of financial resources is good.                                                                                                                                |

There are sufficient appropriate staff to meet the needs of the curriculum and of the pupils. The accommodation is in need of improvement as some of the areas are not a stimulating or useful learning environment. There is a need to significantly improve the library and the school reading scheme. The school is beginning to apply principles of best value though there is only limited consultation with user groups.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most                                                                                                                                                                                                                              | What parents would like to see improved                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The pupils enjoy school</li> <li>• Pupils make good progress</li> <li>• The school expects pupils to work hard</li> <li>• The leadership and management of the school which is accessible to them.</li> </ul> | <ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• The range of activities offered outside lessons</li> <li>• The way in which school communicates and works with parents.</li> </ul> |

The inspection team agrees with the parents' positive views of the school. The teachers mostly make good use of homework, it is given regularly and it is useful. The school offers a good range of clubs both at lunchtime and after school. Take-up of places is so high that in the main these are filled by the older pupils. The school's communication with parents is satisfactory.

## **PART B: COMMENTARY**

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

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

1. Statistics from the Department of the Environment, Transport and the Regions indicate that this school should not fall in the category of least deprivation. The most appropriate comparison is with schools that are similar to the national average. Comparison based on the percentage of pupils eligible for free school meals is not helpful because although it is known that a number of pupils are eligible, these are not claimed due to local circumstances.
2. Results of tests in English and science taken by eleven-year-olds have been above the national average and above those of schools in similar circumstances for three of the last four years but were similar to the national average in 2000. Results of tests in mathematics have been maintained at above the national average and above those of similar schools. In 2000, the proportion of pupils attaining higher levels in tests was similar to the national average in mathematics and science but were slightly below average in English. Inspection findings indicate that standards are above average this year in science and mathematics and are similar to the national average in English.
3. Children enter the school with levels of skills in writing which are below average. A very low percentage of pupils come into school having achieved the higher level 3 in writing. Their attainment in reading is higher as it is in mathematics but a significant proportion of the pupils attain only lower level 2 on entry to school.
4. Performance in reading is stronger than that in writing with many more pupils achieving higher levels in reading tests than in writing tests. Targets for achievement in English and mathematics tests in 2000 were met; targets for 2001 are higher and more challenging as the school rightly aims to increase the proportion of pupils attaining higher levels in the tests. The school has been working on improving writing, but standards have not yet risen significantly as there are still too few opportunities for pupils to consolidate and extend their writing skills.
5. Inspection findings confirm the picture of English shown by the test results. Standards in mathematics and science are good overall. A significant minority of eleven-year-olds attains high standards in mathematics. The last inspection found that standards were above average in all three subjects. Last year saw a dip in all three. Recent test results show that the performance of boys and girls is similar in English, mathematics and science and the inspection evidence shows no indication of any significant differences.
6. By the time that they leave the school, pupils have good skills in literacy and numeracy. Many are enthusiastic readers who have a good knowledge of books but their library skills are insufficiently developed. Written work is well presented, spelling is generally accurate and pupils use a good range of punctuation. The writing standards often evident in work in English are not reflected in other subjects such as history, science or religious education, where too much of the work involves completion of worksheets or single sentence answers. Pupils have a good grasp of the four operations in number and can apply these to solve a variety of problems.

They have relatively fast recall of number facts and understand the relationship between fractions, decimals and percentages.

7. In information and communication technology (ICT), design and technology, geography, history and physical education, standards are broadly in line with those expected. Standards are above expected levels in music, art and religious education.
8. Pupils with special educational needs who have learning difficulties make good progress towards the targets set in their individual education plans (IEPs); almost all attain at least average levels in national tests at the age of eleven.

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

9. Pupils' attitudes to work and to school are as good as reported in the last inspection. They enjoy coming to school and arrive in time for the start of the school day. Pupils are keen to learn and work with commitment, contributing to lessons at every opportunity. It was good to see the pupils' response to the lessons on Macbeth when pupils' enthusiasm for their work led to a great deal of animated conversation with inspectors. Pupils of all abilities joined in this discussion with enthusiasm. Pupils respond well to the lively pace of most lessons; they work quickly and rise to the challenges set. However, when the pace of lessons is slow or teachers expect too little, pupils put less effort into their response, and in Y5 particularly, this can lead to some boys not concentrating fully.
10. Pupils take part in a wide range of activities at lunchtime and after school as well as enjoying visits during the school day. Pupils with special educational needs are always busy and fully involved in work which they enjoy. They are sufficiently confident to join in fully, for example contributing lively phrases during a Y4 English lesson.
11. The behaviour of pupils in and around the school is very good; and this pleases parents. Pupils have natural courtesy and move around the school quietly and with a minimum of fuss, holding doors open for adults and other pupils. During lessons, the majority of pupils are similarly well behaved and polite even when clearly bored by an unimaginative lesson. During playtimes and lunchtimes they behave very well with minimal supervision; there were no signs of inappropriate behaviour during the inspection, in the playground or on the large field which is available to pupils during the dry summer weather. In discussion with pupils, it became apparent that there had been an incident of bullying and some pupils had been too timid to report it for fear of reprisals. The school is now making efforts to ensure this problem is resolved in the immediate future.
12. Pupils' personal development is good and has remained so since the last inspection. The majority of pupils listen carefully to each other in the classroom and try hard to please their teachers. They are aware of the problems and feelings of other pupils and make constructive suggestions as to how these can be resolved. Through the teaching of religious education, pupils have learned to respect the values and beliefs of others; clearly demonstrated in a lesson on the Hindu faith. Pupils take responsibility for many of the day to day activities in the school which vary from class to class. Older pupils take charge of the preparations for assembly and the collection of merit points for the achievement assembly. In an initiative to deal with bullying, two pupils from each year group have been given training and support by the local

authority to act as pupil counsellors for those who feel they are being bullied. Year 6 produce a very informative and topical magazine for the school which includes reviews of the latest books and television programmes as well advice on homework, puzzles, competitions and important items of national news. Pupils are also aware of the needs of others and organise events for the Blue Peter Appeal, Children in Need and Red Nose Day.

13. There are very good relationships in the school. The majority of teachers relate well to their class, a number using humour to good effect to motivate pupils. Pupils work well together, creating a good working 'buzz' in the classroom while they test ideas on each other. In the playground and on the field pupils co-operate well in playing games and making the most of the considerable space available to them. A group of pupils practising gymnastics on the field during a break was noticed to break into spontaneous applause when one of them achieved a particularly difficult move. Pupils with special needs have similarly very good relationships resulting in them making good efforts and persevering to finish work.
14. Attendance during 1999/2000 was close to the national average. This is a fall since the last inspection when attendance was well above the national average. This situation has arisen from the large number of parents who are prepared to take their children out of school for holidays; some several times a year.

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

15. The overall quality of teaching is good. In 96 per cent of lessons teaching is satisfactory or better, 50 percent of lessons are good, 17 percent are very good and 6 percent are excellent. Four percent (2 lessons) were unsatisfactory. There has been a significant improvement in the quality of teaching since the last inspection, when there was more unsatisfactory teaching and less very good teaching. However, there is still too much variation in the quality of teaching. The majority of the good and very good teaching is in Years 4 and 6. Much of the teaching of literacy is good and occasionally better than this. The teaching of numeracy is much less consistent; much of it is very good but some is unsatisfactory.
16. Lessons in some classes and subjects are very carefully planned with clear learning objectives. In the best lessons, these objectives help to focus teaching and the tasks that pupils are given are well planned. This was evident in two English lessons with Year 6 where children were learning about language, conditional tenses and expression in reading, through a study of some of the work of Shakespeare. The teacher used a tape of 'As You Like It' and made reference to the play 'Macbeth' in order to exemplify the language being studied. Very clever questioning and prompting involved all of the pupils in this work and the pupils showed tremendous interest, enthusiasm and learnt rapidly. Because of the work undertaken in this class, the pupils show a very good understanding of Shakespeare. A similar quality of teaching and learning was seen in some music and religious education lessons in Years 3 and 4.
17. In those lessons where pupils are well managed and there is a strong emphasis on praise and encouragement, teaching and learning are usually good or better. Expectations of the pupils are high; they are encouraged to demonstrate what they know and mistakes are treated as opportunities for further learning. This happens regularly in Year 4 where there is a very positive dialogue between the teachers and the pupils about the work in hand. In some lessons, however, an atmosphere prevails

that is not conducive to the most productive learning. Teachers talk for too long, often interrupting the pupils' thinking and there is an unnecessary intolerance of simple mistakes. In this situation few pupils volunteer to explain their thinking or venture an opinion. In all classes teachers manage behaviour in such a way that pupils are not disruptive and in the vast majority of cases, pupils listen with good attention to what they are being told.

18. Most lessons have an appropriate structure and review sessions in literacy and numeracy lessons are often effectively used to re-visit teaching points and consolidate learning. The skills of writing are taught well but the teachers do not plan sufficient opportunities for pupils to consolidate and extend their writing skills across the curriculum. The pace of teaching and learning is variable; many lessons have a good pace and much is achieved in the time available. In other lessons time is less well used with a consequent lowering of pace and productivity. In almost every class, the first session in the morning is not used well and this is sometimes half an hour which is virtually wasted. In these periods, mostly, pupils are expected to read or practise skills they have already mastered such as handwriting but in the event, pupils engage only superficially with their tasks and they often get little support. In the period of the inspection, no effective learning was seen in these early morning sessions.
19. Support staff have a good impact on helping to promote learning. Teaching of pupils with learning difficulties is good. These pupils work on the same topics as the rest of the class but with some additional support and sometimes using simpler material. Withdrawal or support work is carefully planned and generally focused on the targets in individual education plans.
20. Homework is used well to support learning, particularly that of the older pupils. Work is set to extend and consolidate skills learned and at times children undertake some independent research work.

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

21. The school provides a satisfactory quality and range of learning opportunities. The curriculum includes all subjects of the National Curriculum and religious education and meets statutory requirements. This is an improvement since the last inspection when there was insufficient time allocated to teach information and communication technology and religious education.
22. Curriculum planning has been updated to take account of new requirements of Curriculum 2000, and useful planning spreadsheets provide an overview of the whole curriculum coverage. Some year groups have undertaken an analysis of time allocations but this is not consistent through the school and so the time allocated to subjects cannot be monitored effectively. The staff have decided to teach subjects in substantial blocks of time, for instance teaching only history in one term and then geography in the next. This provides more opportunities to study a subject in depth, but also it sometimes results in too slow a pace in sessions. Sometimes there is a very long gap between units of work and therefore pupils are not practising and extending some of their skills on a regular basis.
23. The staff plan in teams and frequently teachers lead on subjects where they have subject strengths, sometimes exchanging classes and at other times teaching the

- whole year group. This use of 'specialist teachers' is having a positive effect on standards.
24. All pupils benefit from the curriculum provision. There is good provision for pupils with special educational needs. They are supported well in the classrooms as the teachers mostly plan work which is suited to their needs. In the withdrawal situations they are given good support. The school encourages all pupils to join in fully in lessons and other activities.
  25. The school has implemented strategies for the teaching of literacy and numeracy and promotes learning in numeracy well. There are satisfactory strategies to promote literacy. There is a range of cross-curricular links to support the teaching of both. For example pupils use ICT to turn angles, they measure temperature and record their findings in graphic form in science. They use a range of writing for different audiences in religious education and sing songs related to their work in literacy.
  26. The school does not currently have a scheme of work for personal, social and health education and this is a significant provision. Sex education and drugs awareness is taught through science lessons throughout the school. Sex education is taught specifically to the older pupils, but there is more provision for girls than for boys and this is unsatisfactory. The school has not been active in promoting citizenship nor do pupils have opportunities to participate in regular sessions such as, 'circle times'\* However, before such sessions can be beneficial to pupils, the minority of staff who do not value pupils' ideas will need to receive training and improve their strategies.
  27. The school provides a good range of extra curricular activities, which includes wildlife, chess, ICT, and 'twinning clubs'; the latter being connected to the local twinning arrangements with Europe, particularly France and Germany. Musical activities are very well attended and involve pupils in a wide variety of activities. There is a significant contribution to the provision for physical education from the range and variety of sporting events on offer, for example the school facilitates opportunities for very competent swimmers to participate in local galas, and Grimsby Town football club regularly coach both boys and girls. There are clubs for cricket, unihoc, football and netball. The school competes successfully in local leagues. There is satisfactory use of links with the community.
  28. The school undertakes a good range of visits throughout the year to enrich the curriculum provision. These include residential visits by Year 6 pupils, who visit the Isle of Man and Y5 pupils who go to Robin Hood's Bay. Both visits mostly occur over holiday and weekend days, but not all pupils are able to attend, with the take up being particularly low, at 50%, this year in Y6. Although the visit is obviously enjoyable and informative for those who attend, these destinations and set of arrangements does not support full participation. Other visits take place to support history and science. For example, pupils go to Gainsborough Old Hall to study the Tudors and to the Eureka Science Museum.
  29. The school satisfactorily promotes pupils' spiritual, moral, social and cultural development. Provision for spiritual development is satisfactory. Pupils enjoy school assemblies and listen attentively. They also enjoy singing together. They are given good opportunities to consider and reflect during this time. The good quality provision in art, religious education and music provides pupils with opportunities to experience

---

\* discussion times where all pupils have the opportunity to express their concerns and ideas and listen to those of others.

an excitement and pleasure in learning. The school overall does not provide a stimulating, exciting and aesthetically pleasing environment to help develop the spiritual dimension of pupils' learning.

30. Provision for moral development is sound. Pupils know the difference between right and wrong actions and this learning is promoted through shared class rules. They discuss environmental issues in geography. However, there are too few opportunities for pupils to discuss their own values and beliefs and in so doing become tolerant of the views of others.
31. The school provides good opportunities for pupils' social development. Pupils use their initiative to raise funds for charities such as the Blue Peter Appeal. A number of pupils take responsibility for jobs around the school, including the words and music for assemblies. Pupils work well together in groups and cooperate effectively while undertaking role-play in the Year 3 literacy assembly.
32. The provision for cultural development is satisfactory. Their own culture is supported effectively through educational visits, and they extend this cultural awareness in music, literature and art. Projects in RE extend their knowledge of cultural diversity through the empathetic and detailed study of the Jewish, Hindu and Muslim faiths and customs. An American folk singer visits the school and there is a wide range of music from other countries. Although other countries are studied in geography, pupils are not able to develop ideas about how people might live in these places.

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

33. Pupils are well known to their teachers and more generally throughout the school. Each pupil has a profile detailing their personal and academic progress as they move through the school. Pupils with special needs are supported well in the school; liaison with the infants' school ensures that they make a good beginning. Classroom assistants provide support as well as withdrawal in small groups for individual work on literacy. The school also makes appropriate use of a range of outside agencies to help pupils overcome any difficulties pupils may be experiencing.
34. The school has a caring attitude to pupils and has in place a recently produced Health and Safety policy. However, the school and its governors do not make regular checks of the school premises to secure pupils' safety. The school has no personal and social education programme, and pupils have too few opportunities to discuss issues with teachers or to explore their feelings and those of their classmates in a secure and supportive environment. The police make regular visits to the school to talk to pupils about road safety. Child protection procedures are unsatisfactory. The school has no trained member of staff, there is no policy specific to the school, although the school does have a copy of the procedures of the Area Child Protection Committee, and there are no agreed procedures for the guidance of staff. The school is aware of these shortcomings and is dealing with them as a matter of urgency.
35. Attendance registers are not completed consistently at the beginning of morning and afternoon sessions, a practice which needs to be remedied immediately for the safety of pupils and to emphasise the importance of attendance at school. The school immediately contacts the parents of pupils who have not been reported absent to ensure their safety. Registers are monitored by the head teacher on a regular basis and the help of the education welfare officer is sought if necessary. The school has a

problem with falling attendance due mainly to pupils being removed from school for holidays during term time. The school needs to work closely with parents to find ways of reducing this, as it creates gaps in pupils' learning.

36. Procedures for monitoring and promoting good behaviour are satisfactory in a school where the majority of pupils are naturally courteous and well behaved. Behaviour strategies in the school are based on positive rewards, which contribute towards personal and team awards. However during the inspection, there was little evidence of the use of the system in the school and very few classrooms made a feature of pupil's achievements. Pupils spoken to during the inspection were very conscious of the humiliation of being one of the few not receiving good behaviour awards at the end of term assembly. Similarly, the recently instituted weekly reward assembly for Year 5 puts all the pupils on report and is a very public display of pupils' achievements and/or lack of effort. This is noted by pupils receiving a sweet or being put in the 'sin bin'. The practice appears to be totally out of proportion to the misdemeanours committed by pupils and the whole school would benefit from discussion with pupils as to how this could be dealt with more positively.
37. In order to address the recognised problem of bullying, two pupils from each year group have been trained by the local authority behavioural support unit to act as contacts for those who feel they are being bullied. The lack of personal and social education has led to gap of understanding and confidence between teachers and pupils. There has been some improvement in strategies to deal with oppressive behaviour since the last inspection.

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

38. Parents feel the school is good, and over 90%, in the very high response to the parental questionnaire, say the school expects their children to work hard and as a result make good progress in the well led and managed school. They say their children like the school and that they as parents feel comfortable in approaching the school where both behaviour and teaching are good. The inspection team agrees with parents on these judgements. Parents are less happy with the amount of homework given to children and the range of activities outside school. However, the inspection team considers that the school makes good provision in both these areas.
39. Parents at the pre inspection meeting said that the provision for music had improved rapidly as had ICT where pupils now feel more secure in their learning. They also said the school now provides more sports activities and plenty of extra curricular opportunities.
40. The schools links with parents are satisfactory. In preparation for pupils' transfer from the infants' school, parents have the opportunity to visit the school with their children and to discuss any matters with the headteacher. Prospective parents are also provided with a colourful and informally written brochure. The school handbook is a formal document providing information. The school does not produce a newsletter for parents but keeps them informed on a need to know basis. However this does not include curriculum or topic information about their children's learning. Written reports on pupil's progress are satisfactory and provide a clear picture of what pupils can do, with the focus being on English, maths and science. Information for parents on where pupils are having difficulty is not always included but each report includes two general learning targets for pupils relating to their individual needs. They are also invited to two consultation evenings during the year, which the majority of parents attend.

41. The school operates an open door policy and some parents take the opportunity to make informal contacts with the teachers. Parents of those pupils with special needs are well informed and consulted about their children's progress at the termly review. The school does not consult parents on curriculum matters or on major spending decisions but does keep them informed when decisions have been made.
42. Parents provide very valuable assistance in the school, working with pupils on group work where, for example, parents helping in Year 3 showed particular initiative at the start of a group reading activity. They also help on observational and curriculum visits, provide transport for games events and swimming lessons as well as helping with the cycling proficiency classes provided by the school. The Parent Teachers Association has raised considerable amounts of money for the new ICT suite and provided software by collecting supermarket tokens. Homework is an integral part of home school life, and pupils have homework diaries, which act as an informal contact between parents, and teachers as do the reading records, which pupils take home with their reading books. Parents are asked to provide a quiet supportive environment in which pupils can complete their homework. The quality of links with parents has been maintained since the last inspection.

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

43. The school runs well on a day to day basis and the headteacher is instrumental in maintaining a calm and secure atmosphere. The headteacher makes good analysis of the strengths and weaknesses of the school and takes effective action to address issues. This is seen in the way in which the issues from the last inspection report have been tackled well and with a good degree of success. The staff work with the headteacher and there is common purpose and mutual respect.
44. One of the strengths of the headteacher is his analysis of the work of the school, based on assessment information and his own observations and monitoring. Despite having a substantial teaching load, the headteacher takes the monitoring aspect of his role very seriously and focuses clearly on areas of the curriculum to ensure that standards are being maintained or raised. Through this monitoring, the school has established writing as an appropriate target for the improvement of standards. The headteacher has very wisely incorporated this target into the school's performance management process for this year, to help ensure that all staff contribute to improvement.
45. School development planning has appropriate targets, because they are based on assessment evidence and evaluation of the school's performance. The headteacher is instrumental in drawing up the plan though there is evidence of consultation with other teachers and with the governors. The plan to date has not sufficiently prioritised spending on the internal environment or on resources for learning. The plan clearly states targets for the current year and also includes a list of other areas for development. Unfortunately, in its current form, it does not sufficiently inform either the governors or the staff about the sequence or timing of the targets and as a consequence their involvement is lessened.
46. The governors fulfil their statutory duties. They are very supportive of the school and they understand the school's strengths and weaknesses. Some of the governors, including the Chair of Governors, regularly support the school by working with the

teachers. However, they are not involved early enough in the school development planning process and are therefore not sufficiently involved in setting the direction of the school. The committees of the governing body do not meet sufficiently regularly to maintain a clear overview, for example of finance and curriculum, and they have too little involvement in assessing the schools health and safety standards.

47. Subject co-ordination is good. Subject co-ordinators for English and mathematics know their subjects well and they have a good understanding of the levels of achievement of the pupils. In the other subjects, the co-ordinators have a very good knowledge of the content of the curriculum and of areas for improvement but are not able to describe the levels of achievement of the pupils in detail. They look in depth at planning and the written outcomes of pupils' work but do not monitor the quality of teaching and learning.
48. Day to day financial management is good. The school's budget is understood well and good use is made of all sources of funding. The school secretary makes a good contribution to management through the day-to-day operation of the financial management system. The current system, which is due for imminent replacement, is inefficient and it takes a lot of time to complete relatively simple tasks. Finance is linked well to the targets for development. The school has generally good procedures to check for best value on its major spending decisions.
49. The school has fully implemented the recent changes to performance management and this is an important tool in school improvement. The headteacher is using this well.
50. The internal appearance of the school detracts from the good work which goes on. The corridors and at least half of the classrooms are in a poor state of decoration and are untidy. Carpets are worn and beyond cleaning. This is not an appropriate environment to celebrate the achievements of the pupils and is certainly not the environment described in the school's aims statement. Some of the teachers' displays of pupils' work are poorly presented and have very little impact. In some classrooms materials are stored which have no further use and are simply taking up space. There is an urgent need to improve. By contrast, other classrooms are bright and cheerful and celebrate pupils' work. The shared areas are particularly problematic and are often used as general storage areas. This is inefficient use of space. The teachers have not considered the best ways to use these areas. The cleaning staff make valiant efforts with the areas which are accessible.
51. Resources are mostly satisfactory though there are some major weaknesses. The library is wholly inadequate; the majority of the contents are out-of-date and in a poor state of repair. The school has made little attempt in the past year to encourage pupils to use the library and develop associated skills. Similar criticisms apply to the school reading books which are ancient, dull and sometimes inappropriate. There is an urgent need for the headteacher and the governors to allocate funding to improve these resources.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further and raise standards:

1. The school needs to make better use of the pupils' developing writing skills by practising and extending them in recording work in subjects across the curriculum. There is also a need for the school to consider the timetable in the morning sessions to make better use of the time available to support more extended writing.  
Ref. paras 53,57,85,88
2. The governors with the headteacher need to plan for the use of some of the school's finances to significantly improve the learning environment. There is a need for considerable renewal of decoration and furnishings. The governors need to involve themselves more assertively in the monitoring of this aspect of the school to ensure that the environment improves and that the teaching areas in the school are interesting and stimulating and are used well to support pupils' learning.

Ref. para 50

3. The governors, with the headteacher and staff, need to plan for the renewal of the school library both in terms of its storage and accessibility and in terms of the relevance and condition of the contents. They should also plan to replace the majority of books in the school reading scheme which is currently inappropriate in much of its content and poor in condition.  
Ref. para 6, 51, 58
4. There is a need to introduce a planned programme of study to cover all aspects of pupils personal, social and health education, as this is not currently delivered in a cohesive or comprehensive way. There is a need to provide more structured opportunities for pupils to discuss their hopes, aspirations and concerns so that school can respond more directly to pupils needs in these areas.

Ref. para 26, 34, 37

## PART C: SCHOOL DATA AND INDICATORS

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

|                                                                      |    |
|----------------------------------------------------------------------|----|
| Number of lessons observed                                           | 52 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6         | 17        | 50   | 23           | 4              | 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                                                  | Y3 – Y6      |
|------------------------------------------------------------------------------|--------------|
| Number of pupils on the school's roll (FTE for part-time pupils)             | 209          |
| Number of full-time pupils eligible for free school meals                    | 8            |
| Special educational needs                                                    | Y3 – Y6      |
| Number of pupils with statements of special educational needs                | 4            |
| Number of pupils on the school's special educational needs register          | 51           |
| 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 | 3            |
| Pupils who left the school other than at the usual time of leaving           | 3            |

FTE means full-time equivalent.

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.8 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 0.5 |

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

## Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
|                                                                                        | 2000 | 26   | 27    | 53    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 23      | 22          | 24      |
|                                             | Girls    | 24      | 24          | 25      |
|                                             | Total    | 47      | 46          | 49      |
| Percentage of pupils at NC level 4 or above | School   | 89 (86) | 87 (93)     | 92 (95) |
|                                             | National | 75 (70) | 72 (69)     | 85 (78) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 21      | 24          | 24      |
|                                             | Girls    | 24      | 23          | 25      |
|                                             | Total    | 45      | 47          | 49      |
| Percentage of pupils at NC level 4 or above | School   | 85 (83) | 89 (93)     | 91 (90) |
|                                             | National | 70 (68) | 72 (69)     | 79 (75) |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 209          |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 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.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

|                                          |     |
|------------------------------------------|-----|
| Total number of qualified teachers (FTE) | 8.6 |
| Number of pupils per qualified teacher   | 24  |
| Average class size                       | 25  |

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

|                                         |    |
|-----------------------------------------|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 79 |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 1999-2000 |
|----------------|-----------|

|                                            | £      |
|--------------------------------------------|--------|
| Total income                               | 412990 |
| Total expenditure                          | 409530 |
| Expenditure per pupil                      | 1941   |
| Balance brought forward from previous year | 32000  |
| Balance carried forward to next year       | 35460  |

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 211 |
| Number of questionnaires returned | 151 |

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

|                                                                                    | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school.                                                             | 47             | 46            | 5                | 1                 | 0          |
| My child is making good progress in school.                                        | 42             | 54            | 3                | 1                 | 0          |
| Behaviour in the school is good.                                                   | 34             | 59            | 3                | 1                 | 3          |
| My child gets the right amount of work to do at home.                              | 30             | 54            | 14               | 1                 | 1          |
| The teaching is good.                                                              | 40             | 51            | 2                | 1                 | 6          |
| I am kept well informed about how my child is getting on.                          | 34             | 48            | 15               | 2                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 58             | 37            | 5                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 56             | 42            | 1                | 0                 | 1          |
| The school works closely with parents.                                             | 28             | 50            | 19               | 2                 | 1          |
| The school is well led and managed.                                                | 43             | 51            | 2                | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 40             | 50            | 7                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 30             | 46            | 17               | 2                 | 5          |

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

### **ENGLISH**

52. Standards of attainment in last year's National Curriculum tests at age eleven were average in English compared with all schools and with similar schools. The difference between the attainment of boys and girls reflects the national picture. Attainment over the last five years has improved steadily. The targets for this year anticipate that standards at the end of Key Stage 2 will remain fairly similar to the year 2000. Records show that pupils enter the school with attainment in reading in line with the national average but attainment in writing is lower than expected. There are very few pupils who achieve high levels in Key Stage 1 tests. By the time they leave at age 11 most pupils, including those with special educational needs, have made good progress to achieve the expected levels.
53. Standards seen during the inspection were average overall but pupils have fluent oral skills and they read well. The aim to raise attainment in writing is beginning to have a positive effect but more still needs to be done in subjects across the curriculum. The school has adapted the literacy hour to give more emphasis to continuous writing. However, teachers do not underpin this by allowing pupils more opportunities to extend their personal responses in subjects such as geography, history and science. Some good, lively word-processed pieces were seen in religious education such as the re-telling of the story of Ruth's Wedding, and this is a positive start.
54. Listening skills are very good and pupils are able to discuss a wide range of ideas from Year 3 through to Year 6. Younger pupils appreciate the irony of stories such as "Jacqueline Hyde" and can recognise phrases which mean something different. For example, they read out "How nice you are?" in a sarcastic manner. The teacher encourages them to think more deeply about the situation by introducing role-play and their responses are amusing and convincing. Pupils with special educational needs take a full part in this whole class session and achieve as well as the others orally. At the top end of the school there is sophisticated debate about Shakespeare's use of language. Teachers are sure of their subject knowledge and this enables them to stretch the pupils in discussion on "Macbeth" with questions such as "How do you know it is a tragedy? so, how is "As You Like It" different?" Pupils were even able to remember figures of speech like onomatopoeia, and the higher attaining pupils recognise and describe assonance.
55. Pupils read as well as they should. They can recognise new words by sounding them out and looking at the clues in the pictures and in the ideas in context. Pupils read well in the "literacy assembly" and are confident. Older pupils show a good understanding of the words of poets and of Shakespeare. However, the half-hour devoted, amongst other things, to improving reading at the start of each day is not well used. Only pupils with special educational needs benefit because of the support they receive in developing their skills. In most classes there is no structured attempt to extend the range of reading or to generate a love of books. In fact, the supply of reading materials is poor and the lack of an accessible library is a major weakness.
56. The school's increase in the amount of time spent on writing is beginning to have a positive effect on standards. In lessons, teachers provide good models for pupils to adapt such as writing imaginary letters from Jack and the Giant (of "beanstalk fame")

to a local newspaper. This results in lively and interesting oral work and then pupils wrote well-framed letters. The teacher picks out the good phrases in his summary of the lesson and deservedly praises pupils, including those with special educational needs.

57. The scrutiny of pupils' work revealed a large number of isolated language exercises but relatively few long stories or factual accounts. The school teaches drafting skills well and pupils who enter the school with a comparatively low level of attainment achieve well by the time they leave. Teachers mark work clearly and give pupils the chance to use word processors in the new computer suite as part of the editing activity. Pupils' spelling improves from Year 3 and is average overall. Handwriting is less well taught and the standards vary from class to class with no consistent practice being evident.
58. The quality of teaching in English is at least good in nearly 8 out of 10 lessons. In the remainder it is satisfactory. The occasional lesson is excellent or very good. This mostly occurs with the older pupils. The planning of work for the whole class session in the literacy hour is thorough often with stimulating resources and ideas presented. Teachers bring in tape recordings of good models of speech or ask pupils to devise their own poems from a series of images. This results in improved oral skills and a collaborative approach to learning. Questions are particularly well thought out. For example, the more directive questions to pupils with special educational needs provide answers that teachers use to develop more extended debate with the class as a whole. Some of the group activities are good when teachers expect pupils to produce a reasonable amount of work in a set time. The final summary sessions are used to set pupils fresh challenges and take them on a stage. Other group work is not satisfactory when teachers drag out discussions too laboriously and pupils lose sharpness, for instance when an interesting story is constantly interrupted for discussion. Lack of variety leads to pupils becoming bored.
59. The co-ordination of English and the literacy strategy is very good. There is some model teaching. The monitoring of lessons and work is good but sharing examples of good practice would lead to even greater consistency of high quality teaching. Assessment procedures are tight and lead to early recognition of where pupils need help. Standards are steadily rising and would improve more rapidly in reading with better books and facilities. The school does not yet have a concerted approach to helping pupils develop writing skills across all subjects.
60. Since the last inspection good standards have been sustained in English. Teaching has improved substantially and there are now good opportunities for pupils to practise speaking and listening skills. The marking of pupils' work is also better.

## **MATHEMATICS**

61. The school has sustained the good standards found at the last inspection. Attainment remains above average in number, in shape, space and measure and in handling data. Standards have improved in using and applying mathematics, which is now a strength, and this is due to the stimulating range of problems that support each of the other elements in the curriculum.
62. The significant amount of good and very good teaching ensures that pupils make good progress and enjoy their lessons. By the time they leave the school they are

very well prepared for the next stage of their education. They know their tables, work very confidently with high numbers and use what they know to solve problems. They understand the concepts of, and relationship between fractions, decimals and percentages, moving rapidly from one to another. They successfully rotate shapes and plot co-ordinates. They solve problems involving money and weight. The majority of mathematics lessons are characterised by a sense of enjoyment and satisfaction. Pupils like learning and take pride in what they achieve.

63. The setting arrangements in Years 4, 5 and 6 work well. Teachers plan together and for the majority this works well with pupils in both sets experiencing the same concepts but at different levels. For example higher attaining pupils in Year 4 quickly explore the patterns within Pascal's triangle and then continued the session, calculating patterns using much larger numbers. Lower attaining pupils consolidate their knowledge, systematically developing an understanding of how the patterns are produced within a much smaller range. In the minority of sessions where the teaching is satisfactory or occasionally unsatisfactory, although teachers plan together it is not effective. For example, both teachers do not have the same clear criteria for how to calculate a magic square and so one group of pupils makes better progress. Unsatisfactory teaching is evident when published materials are not adapted in the planning. These do not meet the needs of the pupils, explanations are unclear and the teacher spends too long talking and the pace of the lesson is slow. Relationships within lessons are for the most part constructive and helpful, although sometimes the teaching is too abrasive and teachers make unnecessarily harsh comments about what pupils are doing or have done.
64. The subject is successfully managed; the implementation of the national strategy for teaching numeracy has been of benefit, teachers are confident about teaching calculating strategies and most lessons have a clear structure. The first part of the session is used for oral work but there is insufficient emphasis on quick mental agility with all the pupils participating. The school planning format is effective in that it provides opportunities for teachers to evaluate sessions and notate particular pupils' strengths and areas for development. However, it is not being used consistently by all staff. The use of ICT is growing and teachers use computers to encourage pupils to manage and organise information and to practise skills, for example turning through angles of 90 and 180 degrees. Pupils' progress is carefully monitored through a series of standardised tests that is beginning to be used to set realistic targets for children as they move through the school.

## SCIENCE

65. The standards achieved by eleven-year-olds have been maintained since the last inspection. Inspection evidence indicates that Year 6 pupils are achieving standards above the expected level. This shows an improvement on last year's test results, which were average when compared with schools nationally and when compared with similar schools. Standards achieved in tests rose dramatically in 1999 but declined in 2000. Pupils with special educational needs are achieving well for their abilities and make good progress.
66. The quality of teaching and learning is mostly good and always at least satisfactory. The standard of teaching has been maintained since the last inspection. Lessons are well planned, resourced and delivered. In all lessons teachers manage behaviour well and pupils are keen to learn. This consistently good quality teaching contributes to

high standards. Teachers are particularly good at challenging pupils of all abilities including the more able. They do this through providing far more opportunities for pupils to experiment and investigate than occurs in many schools. There are some very good examples of teachers not only expecting pupils to set up their own investigations, but also decide upon the best ways of recording their predictions and findings. In Year 6, teachers spend a lot of time on revision of earlier work though even here, the pupils are involved in a great variety of experiments. On questioning, the Year 6 pupils are, as a consequence, knowledgeable about the work they have covered and are also able to apply what they know to other situations. For example, they can compare the process of respiration with that of photosynthesis. All of the pupils indicate that they particularly enjoy the practical work in science. Pupils have good knowledge of all aspects of the science curriculum.

67. In most classes, relationships are good enough for the teachers to work alongside the pupils, guiding and supporting them but also leaving them to make some decisions for themselves. In a good Year 4 lesson, the teacher readily accepted the challenge from a pupil that the commercially produced material on classification had an error and sought to resolve the problem with the class; many pupils adding their thoughts and ideas. This openness and challenge is a very positive feature of some of the classes. Pupils' contributions are unfortunately less welcome in other classes and opportunities are lost, for example in a Year 5 class, when a pupil misspelled though clearly knew the name of a part of a flower and was criticised instead of being praised for his efforts. The pupil, along with others, made little further voluntary contribution.
68. Generally, good management of the classes means that the pupils carry out their investigations safely and sensibly and all made good gains in learning. When asked to set up an experiment to show the conditions necessary for seed germination, the teacher resourced the lesson well. The pupils were busily engaged and showed good initiative.
69. Good leadership is provided by an enthusiastic co-ordinator. She has a clear vision for the subject and has worked hard to audit the provision and make plans for the curriculum to ensure that the pupils get a good diet of science. She has analysed data and clearly identified what needs to be worked on. Indications are that the subject will continue to improve. Currently, too little use is made of information and communication technology to support learning and present findings. The science curriculum is satisfactorily balanced and all required aspects are covered. The subject makes a significant contribution to pupils' spiritual development for example some of the Year 4 pupils show real excitement as they find a trail of spiders and clusters of wood lice when exploring habitats in the school grounds. Pupils work co-operatively on investigations, improving their social skills.

## **ART and DESIGN**

70. Pupils achieve well and attain standards higher than those expected by the age of eleven. This is due to a good scheme of work, the direct and systematic teaching of skills, and the organisational arrangements whereby teachers with good knowledge and skills in art teach most lessons for all classes. This is an improvement since the last inspection when the subject guidelines lacked clear objectives and adequate guidance on the teaching of skills. As a result standards of pupils' work have improved. There is an appropriate range of resources but these are very poorly maintained and do not support the school aims. The standards of cleanliness are poor and the environment is lacking in stimulation and is not aesthetically pleasing.

71. Year 3 pupils know that colour tones can vary and that the shades of a colour are achieved by adding small quantities of black, while the tints are made by adding white. They learn how to illustrate people moving, for example gymnasts undertaking floor exercises. Year 4 develop the idea of abstract painting looking at the works of Klee and Miro. They learn techniques for printing. They look at images around them to see line and shape for use in their own work. They design and make three-dimensional objects in a project entitled 'take a seat'. Year 5 pupils' paint sunflowers in good proportion and with good use of tone and texture. They design and make a collage of the 'Owl and the Pussycat'. Year 6 pupils can draw pictures showing perspective, they make good use of shading in their illustrations, and are able to evaluate their work effectively. For example after drawing a hat one pupil is 'pleased with the outline and shading but disappointed with the detail'.
72. A limited number of sessions were observed during the inspection and in those the quality of teaching is good overall. Evidence is drawn from teachers' planning, pupils' sketchbooks and an extensive portfolio of work. Pupils are able to develop and remember skills effectively as units of work are planned to occur regularly for example, alternate half terms. Sketchbooks show that pupils respond to, explore and collect ideas as starting points for their work. For example they make collections of hats worn for different occasions both within our own and other cultures. Teachers provide illustrations of caricatures to help pupils draw expression on people's faces and use diagrams of gymnast's movements to enable pupils to draw people in action. The development of ideas illustrated within the sketchbooks is good in most classes, it is less well-developed in Year 5 where standards of work are not as high; teacher's expectation of the quantity and quality of the work is less. The practice of enabling pupils to illustrate perspective through observational drawing in the environment supports learning well.
73. The co-ordinator is effective and has successfully put in place an appropriate scheme of work, which includes opportunities to learn about artists from different times and cultures. Monitoring of the planning and the end product enables her to evaluate the work of the school appropriately.

## **DESIGN AND TECHNOLOGY**

74. Timetable arrangements meant there were few opportunities to observe lessons during the inspection. Judgements were made by looking at previous work and teachers' planning and by discussions with staff and pupils.
75. Standards across the school are similar to those expected nationally and have been maintained since the previous inspection. The scheme of work helps to ensure that design and technology tasks become progressively more challenging as pupils move through the school. Pupils in Year 6 have good recall of the projects they have undertaken and they also have a very good recollection of 'what they would do better' if they were to repeat the exercise. The pupils were also aware of the time restraints on the subject but felt it a shame that they each completed only one slipper.
76. By the age of eleven pupils undertake increasingly complex "design and make" projects. Their work was particularly productive when they combined work on bread with their science work on materials. The time invested clearly benefited both subjects. The work on money containers, undertaken by pupils in Year 5, was less successful. The pupils understood the planning process and some of them had

incorporated a very good awareness of the need for security into their purses and wallets. However, they did not have the manipulative skills, for example with rivets or sewing, to produce high quality products.

77. The pupils were designing and making sandwiches and had conducted significant 'market research' in order to identify the more saleable types of sandwich. The teacher had led them to a detailed consideration of the bread as well as the filling and in the work seen; pupils were beginning to make some very clear analyses of the data they had gathered. No overall judgement on teaching can be made as only one design and technology lesson was observed during the period of the inspection. The quality of teaching in this lesson was good.
78. The current practice of the co-ordinator planning lessons for teachers in other parts of the school is ineffective. Teachers complain that they are unhappy with some of the topics but are not in the best position to modify or make changes when they are following someone else's plans.
79. The current practice of having all work based on 'design and make' projects contributes to the pressure of time felt by the teachers and the pupils. It does not make the most efficient use of the time available. The school does not currently make any provision to allow pupils to work on parts of the design process, for example planning, evaluation or skill development, without undertaking a whole project.
80. The co-ordinator has good subject knowledge and understanding and is working to monitor and support developments. There is little effective monitoring of standards and this is an area to develop which would allow the school to decide upon which aspects of the subject pupils need to develop. Due regard is taken of health and safety requirements for the safe handling of tools and equipment.

## **GEOGRAPHY**

81. Pupils make steady progress in geography from Year 3 and have reached the expected levels by the age of eleven. Pupils with special educational needs achieve well because of the good support they receive in lessons from well-directed questions by their teachers. They are given additional support in some classes by learning assistants and this makes a further contribution to their good progress.
82. In year 3, pupils do a great deal of work on mapping. They use signs and symbols accurately to illustrate their maps. Most understand how places develop on certain sites and they have a good knowledge of where their village is in relation to other places in Britain and the world. They also show confidence in locating places using grid references.
83. There is some interesting survey work in Year 4 where pupils have undertaken local studies and produced graphs and bar charts following an analysis of questionnaires they have devised themselves. In years 5 and 6, the field trips that they make add greatly to their understanding of geography. Many are able to contrast the features present in their own largely rural area and describe how they differ from another place such as a coastal location. Good links with the science curriculum are made when pupils do their water studies and some of their findings are given added impact through the use of computers. The links between history and geography help pupils to see how places develop as well as learning about where the Vikings settled and where Captain Cook lived.

84. The teaching observed was limited to Year 6 where the quality was at least good with some very good features. Teachers expect pupils to work hard and they move lessons on at a good pace with snappy questions so that pupils feel involved. "What different houses would you expect to see in that part of India? Why are they built like that? Would they be suitable over here?" The lessons have variety with pupils working on different aspects of a topic and then sharing their ideas at the end. Teachers illustrate the reality of foreign locations by using quotations and examples of life elsewhere which pupils have to think about. The discussion that ensues shows both their interest and their growing understanding of what it is like to live in developing countries. Pupils explore geography through practical activities and this helps them to understand ideas better.
85. The written work in geography shows a lot of answers limited by writing frames and work sheets which sometimes offer little chance for pupils to respond personally to issues. Discussion work gives them the opportunity to think about cultural and moral affairs in the world but rarely is this reflected in the writing that is often brief. Apart from this, geography is well planned and the schemes of work have been carefully thought out by the specialist co-ordinator. All pupils continue to achieve satisfactory standards overall as was reported in the last inspection.

## **HISTORY**

86. Standards in history are in line with national expectations and pupils, including those with special educational needs, make steady progress throughout the school. This reflects the findings of the last inspection report. It was only possible to observe lessons in Year 3 but work from other year groups was scrutinised.
87. In Year 3 pupils do interesting investigations on the Ancient Egyptians. Teachers set them the challenge of finding out about this period for homework and then follow up with discussions in class. Pupils look at pictures and make deductions about a range of items including clothes, household goods and tools. They can recall facts from previous lessons and talk knowledgeably about the period, describing what happened to the tomb of Tutankhamun. Boys and girls work well in pairs and show sound observational and drawing skills, representing the items in good detail. They are interested in finding out about ideas such as, "Where did the Egyptians get their colours from?" There was good support for pupils' literacy with key words prominently displayed in the rooms.
88. Most of the written work that pupils attempt is based on work sheets and writing frames but some examples of individual responses to history are effective such as poems on a Viking warrior in Year 4, and others on the experiences of an evacuee in Year 6. There are also some thoughtful accounts of why the Vikings came to Britain and attacked the monasteries and churches. In Year 5 some higher attaining pupils had produced very convincing and well laid-out brochures describing what a Tudor manor house contained. Pupils show a good understanding of chronology and they have opportunities to do research on their own village which helps them to get to know different source materials. However, there are not many CD ROMS and so some opportunities to take their research further are missed.
89. Teachers plan lessons carefully and the quality of teaching observed was satisfactory. There are organised visits to Museums and a Tudor manor house as well as to sites which reconstruct the lives of the Vikings and people who lived during the

Second World War. These visits help pupils to experience history at first hand. In some cases they participate in role-play in the dress of the period. This is a strong feature of history teaching in the school. The subject is well co-ordinated and the requirements of the National Curriculum are fully met.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

90. The school has made satisfactory progress in this subject since the previous inspection although there is still some way to go. Attainment is now similar to nationally expected levels and there are clear plans for future developments across the curriculum. The coverage of all the elements of the National Curriculum is satisfactory. The school has achieved this despite serious problems in gaining access to all the relevant information and communication technology systems.
91. There are some definite strengths. Pupils are confident in their word processing skills and these are utilised to good effect by all pupils including those with special educational needs. Some higher attaining pupils in Year 6 have produced a lively school newspaper using desk top publishing facilities that shows originality and good awareness of the needs of their audience. Pupils also use the Internet for research in science, history and geography, often without support. They are not yet able to make regular use of the email facility because of technical problems.
92. In Year 3 pupils have explored repeating patterns in mathematics and most can import pictures to illustrate a retelling of the Pied Piper story. As they get older they produce questionnaires in geography to investigate the density of traffic in the locality. They then analyse the data and produce graphs and spread sheets illustrating their findings. There are examples of very good use of information and communication technology in mathematics. In Year 4, assisted by good teaching, lower attaining pupils competently use a program that helps them to understand better how a protractor works.
93. Older pupils present ideas using a variety of media such as importing sound and moving pictures when they try to create their own web pages. The teacher takes them through each stage carefully and most produce at least satisfactory results showing understanding of technical vocabulary and the various functions of the computer keyboard. Pupils are at an early stage in the manipulation of sound but higher attaining pupils are reasonably competent in this skill. By the end of the key stage they are able to devise a spreadsheet to show how they would organise a school trip, using formulae that change the pattern of expenditure. They are able to use the computer to make these varying calculations in order to solve the problem of working within set budgets.
94. Teaching is often very good by the specialist teacher. He has a clear vision for how the subject should progress and plans for this are clear. Other staff have undergone some recent training and are gaining the confidence, and now, adequate resources, to ensure that the information and communication technology curriculum is covered.
95. The weaknesses are the lack of secure assessment procedures to track the progress of pupils on a regular basis, and similarly, no monitoring of the teaching and learning to help teachers to develop their skills.

## MUSIC

96. There has been an improvement in the teaching and learning since the last inspection. Now, pupils throughout the school achieve well in music and standards are above those expected nationally. They respond well to their lessons and perform in singing and percussion playing with enthusiasm and enjoyment. Forty percent of the pupils give up their lunchtime break to attend choir practice, and there is an orchestra. This contributes very effectively to the provision.
97. Many pupils in Year 3 are confident and lead the class in unaccompanied singing, varying the tempo and dynamics. They perform songs in three parts with clear diction and a sense of phrase. Year 4 pupils create and develop their musical ideas composing music to illustrate a picture. They are able to use tempo to create the illusion of a raging fire gradually building up; roaring uncontrolled, before dying away, and to vary the dynamics to show waves crashing to and fro. Year 6 pupils sing with clear diction, control of pitch and sense of phrase. They are able to beat the rhythm of a poem before they put it to music.
98. Two of the teachers, with specialist skills, teach most of the music and this is a very effective organisational arrangement. Teaching is very good overall. The co-ordinator is knowledgeable and enthusiastic and helps raise standards throughout the school. Where teaching is excellent there are very high expectations, and the session is well planned and balanced. For example, pupils are expected to recall the work of Debussy, name instruments by their correct name and apply themselves creatively to the task. Skills are systematically built upon; pupils are given sufficient time to compose their instrumental pieces and for all groups to perform them to their friends. The ethos in which the pupils evaluate their own and others' work is empathetic and very constructive, so all pupils feel valued and wish to make improvements. Learning about 'Macbeth' is linked well to learning a song about the Three Witches for the older pupils. Throughout the school pupils are enthusiastic and apply a very good level of creative effort to the subject due to the lively range of experiences offered to them.
99. Singing during assemblies is lively due to the good range of hymns that are selected, many with actions. There are good expectations for pupils to stand and breathe correctly. As pupils arrive and leave assembly a well-planned range of music is played so that pupils can listen to music from their own and other cultures.
100. The school gives a high priority to music and the curriculum is enhanced by the various activities pupils are able to experience through the year. The choir sings in public, for example at the Sheffield arena. They raise money, singing carols outside a local supermarket. There are regular concerts and productions in the school in which the majority of pupils participate and really enjoy. For example last term they performed the challenging "Jonahman Jazz". Each class enters the school's equivalent of the Eurovision Song contest. Professional performers visit the school and pupils have the opportunity to perform with members of the community in local productions.
101. The co-ordinator is knowledgeable and very enthusiastic. He devotes considerable time and effort to promoting the subject within school. The scheme of work is adapted from national guidance and is good, enabling pupils to gradually build up skills over time. There is a good quantity and range of instruments. Pupils have the opportunity to learn to play instruments, for example clarinets, and guitars. There is a recorder

club which, is well attended. All pupils learning instruments play together regularly as an orchestra and these sessions support the curriculum well.

## **PHYSICAL EDUCATION**

102. Eleven year olds achieve the standards that are expected. A minority of pupils who have specialist skills for, example in swimming or games, exceed them.
103. During the inspection pupils were practising athletics and games skills. However, long term planning indicates that the school provides opportunities for pupils to undertake an appropriate breadth of study as required by Curriculum 2000. The provision has been maintained since the last inspection.
104. The quality of teaching varies enormously from unsatisfactory to very good and is satisfactory overall. Where teaching is very good, Year 4 pupils make good gains in learning and develop skills, which enable them to catch and pass a rugby ball effectively. They work hard and the session progresses so that they start by practising basic skills, and gradually progress so that at the end of the session they can play a game. There are high expectations of performance throughout and the pace of the session is brisk. Pupils have opportunities to evaluate others' performance and through this to make improvements to their own skills. Year 6 pupils learn the skills for athletics events. They can pass the baton in a relay race, they learn to triple-jump, and how to start a sprint race. The teaching of these skills is good, however pupils do not make maximum gains from the session, as expectations are insufficiently high. Organisational arrangements do not allow pupils sufficient time to practise, it takes too long for the group work to begin, and large numbers of pupils watch others run relay races although there is space for them to engage in other activities.
105. Throughout the school the warm up at the start of the session is poorly organised. In all lessons pupils are grouped with insufficient space to undertake the activities. Although the changes to the body are measured in one session, insufficient attention is given to warming up the muscles before increasing cardiovascular activity and in the majority of sessions the gap between warming up and engaging in sustained physical activity is too long.
106. The previous inspection identified unsatisfactory progress in a lesson involving the use of bats and balls and, in a similar lesson seen, this has not improved. Where teaching is unsatisfactory skills are not taught, pupils practise activities but are given insufficient organisational instructions, and pupils unnecessarily work in too small a space. Some pupils show initiative and reorganise their resources to provide more appropriate arrangements. The pace of the lesson is slow and pupils spend too much time sitting listening to the teacher or watching a very limited number of people play a game.
107. The time allocation overall is appropriate but some sessions are too long and physical activity and effort is not sustained throughout. The co-ordinator is knowledgeable and makes an effective contribution to the development of the subject. He monitors planning, but not all staff fulfil the requirements. There is a lack of learning objectives and organisational strategies within some teachers' plans.

108. The co-ordinator works hard to encourage and support out of school physical activities. There is a good range of clubs. Outside agencies support the school regularly and pupils have good opportunities to participate and compete in the sport of their choice.

## **RELIGIOUS EDUCATION**

109. Four lessons were seen during the inspection. Scrutiny of work, discussion with pupils and observation of lessons reveals that the standards achieved are significantly higher than described in the locally Agreed Syllabus. Standards have improved tremendously since the last inspection when they were described as unsatisfactory. Pupils reach high standards in their knowledge of Christianity and other religions and in their ability to put religious belief into a social context.

110. Religious education has an appropriately high profile in the school. There is an abundance of written evidence of work which indicates that pupils are studying a range of topics and gaining a good level of understanding. On questioning, the Year 6 pupils have good knowledge and understanding of Hinduism, Judaism and Islam and have some recollection of Sikhism. This level of knowledge is encouraged by interesting lessons and the range of ways in which work is recorded; through pictures, diagrams, charts and writing.

111. The subject makes a very positive contribution to pupils' cultural and spiritual development. In an excellent lesson on Hindu prayer, the teacher showed by his actions and comments, appropriate reverence for the beliefs and customs of a faith group. The pupils saw and experienced the act of Puja; they were given opportunities to participate, in keeping with the faith tradition, and were given the opportunity to meditate on the significance of such acts. The entire year group was spellbound as the teacher demonstrated and explained. The teaching is consistently of this high standard. The pupils in this lesson were very knowledgeable about the 'Ramayana'\* and knew the roles and significance of the characters Rama, Sita and Ravana.

112. The quality of teaching ranges from good to excellent. The teachers have good subject knowledge and they encourage the pupils to show interest and become involved. In a study of the resurrection, pupils discussed what they knew of the events and then researched the accounts given in the four Gospels. They recorded their findings in a table and made comparisons. This indicates the high expectations of the teachers and the academic rigour with which the subject is addressed.

113. The school has developed its range of artefacts and other resources well since the time of the last inspection.

114. Subject co-ordination is very good. The co-ordinator monitors standards through analysis of pupils' work. He also monitors teachers' planning and offers support to teachers. The school has recently received the new Locally Agreed Syllabus and is already using it to good effect.

---

\* Hindu Scripture