

INSPECTION REPORT

WESTERN PRIMARY SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117926

Headteacher: Mrs A Wilson

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 8th to 11th May 2001

Inspection number: 197698

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J M Colling
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements. What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
9520	Mr J Leigh	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
21910	Mr G Longton	Team inspector	Special educational needs Mathematics Art and design Design and technology	
18370	Mr J K Johnson	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities Science Information and communication technology	How well does the school care for its pupils?
1157	Mr N Tonge	Team inspector	English Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of Grimsby to the west of the town centre. It serves an area of considerable socio-economic deprivation. The attainment of children is well below the national average when they enter the Nursery. The school is part of the North East Lincolnshire Education Action Zone.

There are 214 pupils on roll from the Reception Year to Year 6 and, in addition, 78 children attend the Nursery on a full or part time basis. This gives the school a full time equivalent of 266 pupils, which makes it bigger than the average primary school. There are slightly more boys than girls in the school, and virtually all pupils are from white UK heritage. No pupils speak English as an additional language. The percentage of pupils eligible for free school meals (39 per cent) is above the national average. Similarly, the percentage of pupils on the school's register of special educational needs (54 per cent) is well above the national average, as is the percentage of pupils with statements of special educational needs (four per cent). Pupils with special educational needs have a range of learning difficulties including moderate learning difficulties, emotional and behavioural difficulties and physical disability. The proportion of pupils joining the school late, or leaving the school part way through a key stage, is very high.

HOW GOOD THE SCHOOL IS

This is an effective school given the context in which it is working. It provides its pupils with a very high level of personal support and care, and provides a secure and stimulating learning environment for them. Standards of attainment are rising, but remain well below the national average.

The quality of teaching is good, and most pupils enjoy their work. Equality of access and opportunity are central to the school's work, and are achieved for most pupils. The headteacher, ably supported by her deputy, provides good leadership. Given the very good level of improvement since the last inspection, and the context within which the school works, the school gives good value for money.

What the school does well

- The quality of teaching is good overall: teachers are supported very effectively by classroom assistants.
- The very good provision for children in the Foundation Stage and for pupils who have special educational needs are strengths of the school.
- Most pupils enjoy school and want to do their best; relationships are good throughout the school.
- Pupils are given tasks which interest them, and they work in a secure and stimulating environment.
- There is very good provision for moral and social development.
- There is very good provision for supporting pupils' personal development.
- The headteacher and other key staff provide good leadership so that parents are very positive about the school.

What could be improved

- There is scope for further improvement in standards of attainment in English, mathematics, science and information and communication technology. Reading among lower attaining pupils, tables and mental work in mathematics, and investigative work in science are weaknesses.
- Subject co-ordinators do not have structured opportunities to manage the quality of teaching and learning in their subjects.
- Learning tasks do not always provide enough challenge for pupils of different abilities, particularly higher attaining pupils.
- Information from assessments is not used systematically to set short term targets which will enable pupils to go on to make further progress.
- The senior management team is not used effectively to move the school forward.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then its rate of improvement has been very good: indeed, in 2000, it was among the top 50 most improved schools in the country. Standards of attainment have improved markedly. However, in the core subjects of English, mathematics and science, they remain well below the national average, and below the average for schools which draw their pupils from similar backgrounds.

Other areas in which the school has improved include the quality of teaching and the learning environment, the welfare and development of pupils, the provision for pupils with special educational needs, the provision for pupils' moral and social development, the leadership of the headteacher and other key staff, and of the governing body, and the management of the school's finances. The school now enjoys a much enhanced status within the community.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	E*	E	E	E
mathematics	E	E	E	C
science	E	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low in relation to the average.	E*

While standards of attainment at Key Stage 2, as measured in the National Curriculum tests, have improved markedly since the last inspection, there remains a need for further improvement. The same pattern is apparent at the end of Key Stage 1. In 2000, the school's agreed targets for English and mathematics at the end of Key Stage 2 were realistic. The school achieved its target for mathematics, but failed to achieve its target in English.

Inspection findings are that attainment in design and technology, geography, history, music and physical education is in line with that expected nationally at the end of both key stages. In art and design, attainment is better than is normally found at the end of each key stage. In religious education, it is in line with that expected for pupils following the North East Lincolnshire Locally Agreed Syllabus. In information and communication technology, attainment is below national expectations at the end of both key stages, but is improving rapidly as the new computer suite has an increasing impact. Pupils with special educational needs make sound progress because of the very good provision made for them. Higher attaining pupils are not specifically identified, and the work set does not always provide them with sufficient challenge.

Children in the Foundation Stage make very good progress in their learning, and are prepared well to begin their work on the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes to school and enjoy their learning. However, a significant minority of pupils have short concentration spans; this adversely affects their attitudes.
Behaviour, in and out of classrooms	Overall, behaviour is satisfactory. Most pupils behave well, both in and out of class, but some pupils throughout the school quickly lose concentration so that their behaviour deteriorates.
Personal development and relationships	Relationships between pupils, and between pupils and adults are mostly good. The school puts considerable emphasis on promoting the personal development of its pupils so as to raise their self-esteem and self-image.
Attendance	Attendance has improved well since the last inspection and is now very close to the national average. However, a number of pupils are a few minutes late in the mornings, and this delays the start of lessons.

Most pupils are enthusiastic about school and try hard in lessons. This is reflected in their good behaviour. However, a significant minority of pupils cannot concentrate for more than a short time, and quickly become disruptive. While this behaviour is sensitively and effectively handled by teachers and classroom assistants, it inevitably distracts attention away from the learning needs of the rest.

Unpunctuality in the mornings is a matter for concern as it disrupts the start of the day. It is the frequent absence of children in a small number of families which is preventing the school from reaching the national average for attendance. Five pupils were excluded for short periods during the last school year.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall, and this is a significant improvement since the last inspection. Of the 68 lessons observed during the inspection, only one was unsatisfactory; 98 per cent were at least satisfactory, 42 per cent were good, 27 per cent were very good, and three per cent were excellent. The basic skills of literacy and numeracy are taught well throughout the school. The school has very good strategies for the management of pupils. Pupils for whom behaviour is difficult are treated with impressive patience and sensitivity by teachers and classroom assistants. For all pupils, 'everyday is a fresh start'.

Teachers have realistic expectations for their pupils in most classes, although, in some lessons, opportunities to extend and challenge higher attaining pupils are missed. There is very good provision for pupils who have special educational needs. As a result, pupils have good equality of access to the school and are fully included in all activities. Children in the Foundation Stage make very good progress in their learning. Pupils in Key Stage 1 are currently making unsatisfactory progress in their learning in comparison to national expectations because of the high proportion of pupils in Year 2 who are on the special educational needs register. They are making satisfactory progress in relation to their own abilities. Pupils in Key Stage 2 are making sound progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant, and meets all statutory requirements. All groups of pupils have equality of access to the curriculum.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. They are very effectively supported in their learning by teachers, classroom assistants, and visiting specialists.
Provision for pupils with English as an additional language	There are no pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development including good provision for personal, social and health education. The provision for pupils' moral and social development is very good; for spiritual and cultural development, provision is satisfactory.
How well the school cares for its pupils	There is very good personal support for pupils. Teachers and classroom assistants know their pupils very well, and are very concerned to ensure that they feel secure and valued. The use of assessment, to guide the planning of future learning, is unsatisfactory.

The school is careful to ensure that all pupils are equally valued and have equal access to all aspects of its work. Pupils and parents are appreciative of the quality of the care and support that all pupils receive. Parents are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably supported by her deputy, provides good leadership. She has created a team of adults who are united in their determination to improve the school's effectiveness. Her enthusiasm and care for her pupils have been central factors in the school's improvement. The delegation of responsibilities to subject co-ordinators is unsatisfactory.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities, and is very supportive of the school. Many governors are in school regularly. This is a marked improvement since the last inspection.
The school's evaluation of its performance	The school has satisfactory procedures for evaluating its performance, but the school development plan is an inadequate tool for identifying new priorities.
The strategic use of resources	The school uses its human and physical resources very well. It is effective in ensuring that it gets the best value from its expenditure.

Leadership and management have a clear vision for the school. It is to raise attainment while maintaining and building on the school's very good record of care for pupils and their families. Governors also share this vision. The school is very well staffed to teach the National Curriculum and religious education, and teachers are very well supported by classroom assistants and visiting professional support. The Education Action Zone is a valued source of support. The school's accommodation is

good and, overall, it has a good supply of resources for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">▪ Children make good progress and are expected to do their best.▪ Behaviour is good.▪ Parents are well informed about progress.▪ Parents feel comfortable when approaching the school with concerns.▪ Children become more mature and responsible.▪ The school works closely with parents.▪ The school is well led and managed.▪ Children like school.	<ul style="list-style-type: none">▪ 22 per cent of parents who responded to the questionnaire have concerns about homework.▪ 13 per cent of parents question whether there are enough activities outside lessons.

The school distributed 292 questionnaires and 31 were returned. Nine parents attended the meeting held before the inspection. This means that these views represent only a small minority of parents.

Inspectors support the positive views held by parents. Inspectors believe that the school makes satisfactory use of homework to support learning. The range of activities outside lessons is broadly similar to that found in most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the National Curriculum tests in 2000 at the end of Key Stage 2 in English, 48 per cent of the school's pupils attained at least the national expectation of level 4, compared with 75 per cent nationally. Six per cent of the school's pupils attained the higher than expected level 5, compared with 29 per cent nationally. These results were well below the national average, and also well below the results attained in schools which draw their pupils from similar backgrounds. In mathematics, 64 per cent of the school's pupils attained at least level 4 compared with 71 per cent nationally. Twelve per cent of the school's pupils attained level 5, compared with 24 per cent nationally. These results were well below the national average, but matched the average achieved in similar schools. In science, 66 per cent of the school's pupils attained at least level 4 compared with 84 per cent nationally. Level 5 was attained by 21 per cent compared with 34 per cent nationally. Again these results were well below the national average, and below the average for similar schools. The school failed to achieve its agreed target in English, but exceeded its agreed target for mathematics, although these targets were realistic.
- 2 While these results remain well below the national average, they represent a significant improvement in standards since the last inspection. Since then, the rate of improvement in the school's average points score for all core subjects has been above the national trend. In raising standards, the school is aware that children come into the school with standards of attainment which are well below the national expectation. Further, the proportion of the school's pupils having special educational needs is well above the national average, and a very high proportion of pupils join the school part way through the key stages. Given these factors, the school has a good record of raising standards in Key Stage 2, although it is aware that much remains to be done.
- 3 At the end of Key Stage 1 in 2000, in the National Curriculum tests, 63 per cent of the school's pupils attained at least the national expectation of level 2 in reading, compared with 84 per cent nationally. Seventeen per cent of the school's pupils attained the higher than expected level 3 compared with 28 per cent nationally. This was well below the national average, and below the average for similar schools. In writing, 72 per cent of the school's pupils attained at least level 2 compared with 85 per cent nationally. Three per cent of the school's pupils attained the higher level 3 compared with nine per cent nationally. Again this was well below the national average and below the average for similar schools. In mathematics, 76 per cent of the school's pupils attained level 2 at least compared with 91 per cent nationally. Eleven per cent of the school's pupils attained level 3 compared with 25 per cent nationally. These results were well below both the national average and the average for similar schools. Teachers' assessments placed attainment in science well below the national average and the average for similar schools.
- 4 Again, results at Key Stage 1 are a significant improvement since the last inspection, and the rate of improvement has exceeded the national trend. In 2000, boys outperformed girls in each subject at Key Stages 1 and 2. However, this varies from year to year, and there is no evidence to suggest that this is a pattern.
- 5 Evidence from the inspection shows that speaking and listening skills are below

expectations throughout the key stages. For most pupils, listening skills are better than speaking skills. Pupils in both key stages find it difficult to express their views at any length, and do not use interesting and varied vocabulary. In reading, pupils are below average at the end of both key stages. Average and lower attaining pupils find it difficult to read unfamiliar words, and pupils often read a different word to the one written without realising it. In writing, pupils are well below the nationally expected standard at Key Stage 1, and below at Key Stage 2, which reflects the difficulties that they have with reading. Throughout the school, pupils find it difficult to write at length and maintain accuracy with regard to spelling and grammar. Opportunities are not taken systematically to practise writing of different types in other subjects so that pupils have a greater chance to improve. In mathematics, attainment is below the level expected at the end of both key stages, although there are examples of pupils working at levels which exceed those expected. Progress is hindered because pupils are slow in basic calculations, for example, in applying tables. The National Literacy and Numeracy Strategies are gradually improving attainment in English and mathematics. In science, attainment is below the level expected at the end of each key stage. This is partly due to lack of experience in investigative work, and a poor command of scientific vocabulary.

- 6 In information and communication technology, attainment is currently below national expectations at the end of each key stage. However, standards are rising as teachers and pupils get used to the new computer suite. In art and design, attainment exceeds the national expectation at the end of each key stage, and this is a good improvement since the last inspection. In design and technology and geography, attainment is in line with national expectations at the end of each key stage, and this is an improvement since the last inspection. In history, music and physical education, attainment matches the national expectation at the end of each key stage, and standards have been maintained since the last inspection. In religious education, attainment at the end of each key stage is in line with that expected for pupils following the North East Lincolnshire Agreed Syllabus.
- 7 Children enter the Nursery with standards of attainment which are well below those normally found. They make very good progress in their learning during the Foundation Stage. Their very good progress results from the very good teaching that they receive and the interesting and stimulating programme of learning activities planned for them.
- 8 Pupils with special educational needs make sound progress in their learning in both key stages. This results from the very good provision made for them, and the very good level of support that they receive from teachers, classroom assistants and professionals from outside the school. Their attainment remains below average, but is satisfactory when account is taken of their learning difficulties. A key factor in their below average attainment is the difficulty they have with reading. Higher attaining pupils are not always sufficiently challenged by the work set for them. This hinders their progress.
- 9 The school has introduced the National Strategies for literacy and numeracy successfully, and teachers and classroom assistants have a good understanding of the principles which underlie these strategies. They are being used well to raise attainment. However, opportunities to practise the skills of literacy and numeracy in other subjects are not planned systematically. This means that the learning of these skills is not regularly reinforced throughout the curriculum.
- 10 The school has made good progress since the last inspection in planning its provision of teaching and learning for all its pupils. As a result, standards of attainment have

improved significantly. However, there is scope for further improvement, and the school is in a good position to continue to improve.

Pupils' attitudes, values and personal development

- 11 Overall, pupils have good attitudes to school. This is an improvement since the last inspection. Most pupils are eager to come into school at the start of the day and move around the school calmly and with purpose. Pupils are helpful to visitors, are polite, and are keen to show them their own work. The majority of pupils concentrate well, show interest, reflect on what they do, and involve themselves fully in the range of curricular and extra-curricular activities that the school provides. Most pupils show the enthusiasm necessary to get as much out of school as possible. However, there is a minority throughout Key Stage 1 and Key Stage 2, whose attitudes are unsatisfactory. These pupils find it difficult to concentrate, show little interest and do not engage in the lesson or the activity, so that they do not benefit fully from their learning opportunities. Time taken to manage their behaviour adversely affects the learning of others. When given the opportunity, pupils with good attitudes, co-operate and work well together. Most pupils are keen to answer questions and are not afraid to contribute and test ideas, as was seen in the whole class elements of the Literacy and Numeracy hours. Good attitudes are promoted throughout by good teaching, interesting lessons, good relationships between all adults and pupils, and consistent and clear expectations. Even where pupils have poor attitudes, staff still work hard to involve them and to improve their participation in the life of the school.
- 12 Behaviour overall is satisfactory in lessons, around the school, at play and at mealtimes. There were many examples of good behaviour, but also examples of behaviour which was unsatisfactory. These were usually related to a minority of pupils, with poor attitudes, who cause disruption both in and out of lessons. Only the effectiveness of teachers and classroom support assistants in managing these pupils minimises the adverse effect of these pupils on the learning of the majority. There were six fixed term exclusions in the last school year. All of these exclusions were boys, and one boy was excluded twice. Correct procedures were followed for these exclusions, which were necessary and appropriately used for the good of the majority. The school has a behaviour policy, which includes clear guidance on procedures for improving unsatisfactory behaviour, including bullying. Pupils are clear about the policy and know the 'Golden Rules' for good behaviour in the school. No oppressive behaviour, such as bullying or racism, was observed during the inspection week. Most pupils are courteous to each other and to adults, but a minority of pupils are disrespectful towards teachers and each other. The vast majority of parents who contributed to the questionnaire or to the parents' meeting believed that pupils are well behaved.
- 13 The majority of pupils have good, constructive relationships with each other and with their teachers and classroom assistants, but a minority of pupils, mainly boys, throughout the school, are intolerant and find it difficult to form relationships. Most pupils are capable of working well together, most play well together, and no instances of exclusion from activities were observed during the inspection. All pupils have the opportunity to be included fully in the life of the school. The school cares very effectively for pupils who have special educational needs. They are identified early, their needs are established, and targets are set. The school's good working relationships with outside agencies are used effectively to support these pupils well in their learning.
- 14 The school's procedures for promoting the personal development of pupils are very

good. The school has worked hard and successfully to develop the personal attributes of all its pupils. Most pupils show initiative and are willing to take responsibility; for example, they set equipment up for lessons, help at mealtimes, distribute books, take registers to the office, tidy resources, and help with the Tuck Shop. Older pupils befriend and help the younger ones, for example, in reading and at play. They are involved in the daily routines of the school and help each other when asked. It is noticeable that pupils gain in confidence as they progress through the key stages.

- 15 Pupils reflect on, and most understand, the impact of their actions on others. Personal, social and health education, 'circle times' and assemblies all provide opportunities for reflection about behaviour, friendship and respecting differences between individuals and cultures. For example, a very well led lesson was observed where a group of Year 6 pupils participated in activities designed to provide meaningful thought and reflection. Personal feelings and attitudes were explored in an atmosphere of mutual honesty and respect. However, a minority of pupils do not understand the impact that their attitudes or behaviour have on others, nor do they show a respect for the feelings, values and beliefs of others.
- 16 Attendance is satisfactory although marginally below the national average. Attendance is affected by a small number of pupils who are frequently absent. The level of unauthorised absence is satisfactory, and is in line with the national average. Overall, punctuality is unsatisfactory. Whilst most pupils arrive on time for school, a significant minority, mainly within Key Stage 1, are regularly late and enter school after the other pupils have gone to their classrooms. This results in disruption at the start of daily lessons and adversely affects the teachers' ability to get off to a prompt start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 17 The quality of teaching is good overall. It is very good in the Foundation Stage, satisfactory in Key Stage 1, and good in Key Stage 2. During the inspection, 68 lessons were observed. In only two per cent of these lessons was teaching judged to be unsatisfactory. In 26 per cent of lessons, teaching was satisfactory, in 42 per cent of lessons, teaching was good, in 27 per cent of lessons, teaching was very good, and in three per cent of lessons, teaching was excellent. This is a significant improvement on the last inspection when 15 per cent of teaching was unsatisfactory and only 14 per cent was judged to be very good or excellent.
- 18 Teaching in the Foundation Stage is very good. Children in the Nursery and Reception class are given a very good introduction to education. In the core subjects of English and mathematics, the quality of teaching is good overall, and, as a result, the key skills of literacy and numeracy are taught well. However, pupils have a limited range of vocabulary and simple grammatical errors quickly develop in written work. The school is aware of the need to continue to develop pupils' language skills. Progress in mathematics is hindered because pupils take time to work out basic calculations, for example, by using tables. However, the National Literacy and Numeracy Strategies have been successfully implemented in the school, and teachers are using them confidently and effectively. They are having a positive effect on pupils' attainment. The quality of teaching in science is satisfactory overall. Pupils are given insufficient opportunities for investigative work, and their knowledge of correct scientific vocabulary is insecure. These weaknesses are adversely affecting their progress.
- 19 Since the last inspection, the quality of teaching has improved in a number of

subjects. These include art and design, design and technology, geography, and information and communication technology. Better teaching has resulted in improved attainment in art and design, design and technology and geography. However, in geography and history, teaching concentrates on information rather than the systematic building up of skills. In information and communication technology, the new computer suite is improving teaching and learning, although it has not been in existence for long enough for attainment to reach national expectations. At the time of the inspection, insufficient computers in classrooms gave pupils too few opportunities to practise skills throughout the week. The school has plans in place to overcome this problem.

- 20 Teachers' planning is satisfactory, but it is more effective in English, mathematics and science than in other subjects. In subjects such as geography, history and religious education, opportunities to set work which will challenge all ability groups in the class, are not consistently taken. In most classes, imaginatively planned learning tasks engage pupils' interest and enhance their learning. Teachers have high expectations for their pupils' concentration and behaviour, and this is a good improvement since the last inspection. Teachers, particularly in Key Stage 2, make the learning objectives clear to pupils, and some discuss with their pupils at the end of the lesson whether the learning objectives have been achieved. In these lessons, the quality of learning is good because pupils understand what they are doing and why.
- 21 Throughout the key stages, a major strength is teachers' very effective skills in managing their pupils. In this, they are given skilful support by classroom assistants and other adults. Pupils who have short concentration spans and whose behaviour is frequently challenging are treated with impressive patience and sensitivity. However, the fact that their needs have to be attended to inevitably slows the pace of the lesson, so that the learning of other pupils is adversely affected. As a result, the quality of learning is often less good than the quality of teaching. Teachers successfully minimise this because of their good knowledge of their pupils and their skilful blend of humour and praise which defuses most situations. Indeed, it is a measure of the success with which most teachers manage their classes that, when pupils have a different teacher, standards of behaviour and co-operation can quickly deteriorate. For most pupils, concentration and effort are good.
- 22 Pupils with special educational needs receive very good support from both teachers and classroom assistants. Their needs are identified early, and teachers then work towards the targets that are set for them. Pupils on stages 2 to 5 of the special educational needs Code of Practice are assessed by the special educational needs co-ordinator. She and the class teacher then discuss each pupil's individual education plan based on her findings. The targets identified in the plan are shared with the pupil. Short term targets are set so that the pupil can appreciate that progress is being made. Class teachers work very hard with these pupils, as do all adults in the school, and their teaching is effective. As a result, they are given full access to the school's activities.
- 23 A key factor in the quality of teaching and learning is the very good use that is made of the support staff. In both Key Stages 1 and 2, they are fully involved in the process of learning. They are effectively briefed and greatly valued by both teachers and pupils. The school's good resources for learning are used well. Time is mostly used well, but there are some occasions when too much time is taken before learning starts. Examples include classes at the start of the day affected by late arriving pupils, and occasions such as when assemblies overrun. These examples mostly affect Key Stage 1.

- 24 Work is marked regularly, although the writing of supportive comments to indicate how further progress might be made is inconsistent. As a result, the use of on-going assessment to promote further progress is unsatisfactory. The school makes satisfactory use of homework to support learning.
- 25 Teaching has improved well since the school's first inspection. Teachers and all adults in the school have an impressive unity of purpose in their concern to support all pupils and to continue to raise standards. The hard work and dedication of teachers has been a key factor in the significant improvement in attainment since the last inspection. The school is in a strong position to go on to improve further.

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

- 26 The quality and range of learning opportunities are good overall. There has been a significant improvement in the management and organisation of the curriculum since the last inspection, when there were found to be many weaknesses. The curriculum is now broad and balanced and based on appropriate programmes of work that have been put into place in all subject areas, although there are significant weaknesses in the science curriculum. These programmes are complemented well by an overall curriculum map, which shows the distribution of subject topics in the key stages. Medium and short-term plans give details of the learning objectives, activities for pupils, targeted support from classroom support assistants, and targets for those pupils who have special educational needs. Some subject areas have only recently developed full programmes of study and these are not yet fully implemented. Additionally, some subject planning in the foundation subjects of art and design, design and technology, geography, history, music and physical education, does not vary tasks sufficiently for the range of abilities in the school, so that pupils of different levels of ability are challenged and go on to make good progress.
- 27 The work is planned in blocks of time so that pupils receive a balanced provision in subjects without over-long gaps between subject topics. The monitoring of teaching and learning in subjects by co-ordinators is at a very early stage of development. Some samples of pupils' work and some teacher observations have been made in English and mathematics, but the process of regularly reviewing progress of pupils across the curriculum is not formalised into a reliable system which monitors standards and provides targets for development. In addition, whilst some teachers provide informative written comments on pupils' work to improve standards, this varies from teacher to teacher and from subject to subject, and is ineffective in the foundation subjects.
- 28 The curriculum in the Foundation Stage, for children in the Nursery and Reception class, is well planned, and ensures that children make good progress in the Nursery and Reception classes. Planning is effective, and a range of stimulating activities engages children's interest. Good on-going assessment ensures that children make good progress before they reach the infant classes.
- 29 As a consequence of the implementation of the National Literacy Strategy, standards of attainment are improving in literacy, admittedly from a very low starting point. All the elements of the Literacy Hour are included regularly in English lessons and the development of literacy skills is beginning to have a positive impact on pupils' progress. There has been a significant rate of improvement since the last inspection.

- 30 In mathematics, too, standards have improved significantly since the last inspection. The introduction of the National Numeracy Strategy combined with the improvement in teaching and good support from the classroom learning assistants are enabling pupils to make satisfactory progress.
- 31 Standards in science remain low and there has been less improvement in the curriculum since the last inspection than there has been for English and mathematics. There is no systematic provision for ensuring that pupils make progress in their acquisition of knowledge, skills and understanding.
- 32 Other areas of the curriculum judged to be below average in the last inspection have shown satisfactory improvement. In Key Stages 1 and 2, standards achieved in art and design, geography, and information and communication technology, have improved. However, there is still an imbalance in favour of teaching knowledge at the expense of skills in history and geography, and the full range of faiths is not being taught to all years in religious education.
- 33 The school provides a curriculum in which pupils enjoy a high degree of equality of access and opportunity. The inclusion of all pupils, particularly those with special educational needs, has high priority in the school, and contributes significantly to pupils' learning and social development. A range of support, both within the school and other professionals from the Local Education Authority is well co-ordinated to meet the needs of pupils with special educational needs. The needs of higher attaining pupils, however, are not always adequately planned for. Setting in ability bands in English and mathematics provides good support for the range of abilities of pupils, but there is an absence of planning for the above average attainers in other subjects.
- 34 The provision for pupils with special educational needs, including those with statements of special educational need, is very good. All pupils on stages 2 to 5 of the code of practice have carefully formulated individual educational plans, which state clearly and concisely what they need to learn so as to make progress. The targets they are set are achievable and realistic and their teachers take these into account when planning their lessons, although this is not always the case when planning tasks in some of the foundation subjects. There are good links with a wide range of experts in the Local Education Authority, Health Authority, and the Education Action Zone which provide valuable support through their joint planning and teaching of individual pupils.
- 35 Parents express strong support for the school's curriculum, and this is a distinct improvement since the last inspection.
- 36 Provision for extra-curricular activities is satisfactory. In sport, the school offers netball, football, uni-hockey, basketball and short tennis. Pupils' cultural experiences are enhanced by visits to places of local interest, and by visitors to the school. The bookworm, science and computer clubs enhance the curricular opportunities for pupils to develop their basic skills. Strong links are developed with the local police, and during the inspection a police dog handler visited the Nursery. The school regards its community policeman very highly.
- 37 The Physical, Social and Health Education Programme (PSHE) for pupils is good. It includes appropriate attention to sex education and drugs mis-use. Class discussions in 'circle time' provide valuable opportunities for pupils to explore difficult issues, and

to come to terms with their feelings in a supportive and secure atmosphere. During these sessions, pupils learn to respect each other's views and to find ways of managing their behaviour. The importance of healthy eating and exercise are also explored as part of the PSHE programme.

- 38 The school has satisfactory links with the wider community, which has a positive impact on the learning of pupils. There is a range of cultural and community opportunities developed by the school. A significant number of parents and other visitors, for example police, church minister and theatre groups, contribute to the work of the school. Although the school does not have a formal Parents' Association, some parents provide valuable support with the events arranged by the school which raise funds for the its work. The school has derived significant support from the Education Action Zone status and from a few local businesses.
- 39 There is a good partnership with the youngest children and their parents and carers. This results in a caring and sensitive induction to the Nursery. For example, a lesson was seen, in which the Nursery children went into the main school building and used the information and communication technology facility within the school to good effect. It was clear that the Nursery children were increasing in confidence and experience by using the main school for their learning, and that this would ease their transition to the Reception class.
- 40 There are good links with the secondary school to which most older pupils transfer. The transfer of records and attainment data is effective and is supported by good opportunities for pupils to make an effective start in the next stage of their education. The facilities of the secondary school are used by pupils and good transfer arrangements are in place. Staff from the secondary school regularly visit the school. There are sound curriculum links between the schools.
- 41 The provision for pupils' spiritual and cultural development is satisfactory, as was reported in the last inspection, but the provision for pupils' moral and social development is very good. This is an improvement on the last inspection report, where they were judged to be good.
- 42 Pupils are encouraged to think about their own uniqueness, their relationships to others and of the wonders of creation. Assemblies contribute satisfactorily to pupils' spiritual development. They are of good quality, involving activities rooted in the pupils' own experience but which stimulate them to think of the wider world. One assembly encouraged pupils to listen attentively so that their imaginations could grasp the acts of creation such as rainfall and to link this idea with the good and bad outcomes that it produces. Time was given for pupils to reflect on the subject of the assembly before prayers and singing. Assemblies are in line with the statutory requirements for a daily act of collective worship. Religious education lessons also contribute to pupils' spiritual development. Year 2 pupils were given opportunities to reflect on the important things in their lives. A Year 3 class explored the meaning of pilgrimages and, their thinking was challenged when they were required to do a 'card-sort' based on the topic. A display of head coverings from a range of faiths was displayed in the corridor and helped pupils to become aware of the different faiths in the world. However, in the sample of work seen, not all classes are exploring the full range of faiths.
- 43 The school places great emphasis on pupils' moral development, which is very good. Teachers have high expectations and treat behaviour problems with firmness,

patience and great sensitivity. Time is taken to listen to pupils and to explain why, when their behaviour falls short of expectations, it is wrong. In this way pupils have a clear understanding of the difference between right and wrong. A number of rewards systems and sanctions operate to encourage pupils to behave morally toward each other. They respect each other, each other's property, and the school building.

- 44 The school makes very good provisions for pupils' social development. Many pupils show care and concern for each other when playing and working together. They are valued and given responsibilities, for example, at the 'breakfast club', at lunchtime, when taking responsibility for the reception desk, and through a 'buddy system' in which older pupils take care of younger ones. Social skills are developed further in visits, and by the experience of receiving and listening to visitors.
- 45 The tradition of giving to charities is strong. Pupils assist a child's education in Zambia by making collections and on 'Red Nose Day' the school raised some £600. 'Circle time' also provides valuable opportunities for pupils to learn how to react to each other.
- 46 The provision for pupils' cultural development is satisfactory. They visit places of interest such as Gainsborough Hall and local museums. Theatre in Education Groups also visit the school and enhance pupils' understanding of the world in which they live. Occasionally these visitors represent other cultures such as the African drummer. This provided pupils with a positive image of other cultures. The school's connections with Zambia, and pupils' knowledge about India gained through their geography lessons, and of other faiths through religious education, are broadening their understanding of the diversity of the world in which they live.
- 47 The quality of the curriculum has improved well, overall, since the last inspection. The National Literacy and Numeracy Strategies are gradually improving attainment in English and mathematics. The provision for information and communication technology has improved significantly and is raising standards, although there has not yet been sufficient time for standards to reach the national expectation at the end of either Key Stage 1 or Key Stage 2.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 48 The school has very good procedures for child protection and for ensuring the welfare, health and safety of its pupils. These have improved well since the last inspection.
- 49 The health and safety policy is currently in draft form. It shows that the school places appropriate emphasis on health and safety and has detailed procedures. Risk assessment is effective as a result of regular inspections of the school and there is a health and safety committee. The school does all that it reasonably can to ensure the health and safety of its pupils.
- 50 The school works consistently, and with determination, to secure the best interests of all its pupils, to safeguard their welfare, and promote their development. Staff know the pupils in their care individually and show genuine interest in their welfare; this generally results in good relationships. Pupils work and play in a safe, caring and secure environment. There is good supervision of pupils in lessons, outside lessons, at mealtimes and at play. The breakfast club, which meets before school every morning, provides a breakfast for 35 to 45 pupils, is highly valued, and is a good example of the school's commitment to the welfare of its pupils.

- 51 There is a designated person for child protection issues, and all staff are aware of these. Local procedures are followed in practice, pupils on the 'At Risk' register are monitored, and there are appropriate and strong links with relevant agencies. Child protection has a high profile in the school which ensures that this issue is handled effectively.
- 52 There are now very good procedures to promote, monitor and improve attendance. These have been used to effect some improvement in attendance. Good procedures are in place to communicate with parents. A few parents and carers still do not notify the school to give reasons for absence. The education welfare officer has regular links with the school, and uses attendance data gathered by the school to investigate unauthorised or excessive absence by contacting parents and carers and working with them.
- 53 The school has very good procedures to monitor and promote good behaviour and good procedures to monitor and eliminate oppressive behaviour, including bullying. This is a good improvement since the last inspection. Staff, including teachers, child-support assistants, and midday supervisors consistently apply the behaviour policy supplemented by the school's 'Golden Rules'. Pupils are made aware of expectations and there is a reward and sanctions system in place, which is consistently used. Certificates and small prizes are presented in assemblies to recognise good behaviour and attitudes to work. As sanctions, short playtime detentions are used and 'yellow cards' given resulting in loss of weekly 'golden time' privileges. Poor behaviour is always challenged. As appropriate, some pupils have behaviour targets, which are monitored, with the aim of effecting an improvement.
- 54 There are very good procedures to monitor and support the personal development of pupils, which are based on the teachers' knowledge of individual pupils. Information is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Personal, health and social education lessons have a positive impact on personal development in areas such as healthy living, good citizenship and drugs and sex education. These lessons help pupils to become increasingly independent, self confident and knowledgeable about themselves, and about healthy and safe living.
- 55 The provision for pupils with special educational needs is very good. The special educational needs co-ordinator is enthusiastic and very well organised. She provides good leadership in this aspect of the school's work, and works well with her assistant in Key Stage 1. She has excellent links with all staff and support services.
- 56 Procedures for assessing pupils' attainment and progress are satisfactory. Basic assessments are used in the Reception class to identify particular learning needs. National Curriculum tests for seven and 11 year olds, as well as non-statutory tests in Years 3, 4 and 5, are used to develop an overall picture of pupils' progress throughout the school. The school has recently developed procedures for a closer analysis of pupils' attainment in order to set clearer group and individual learning targets for pupils in the future. This is an improvement since the last inspection. At present, assessments do not satisfactorily contribute to curriculum planning. Assessment books are kept which indicate coverage of the National Curriculum programmes of study. However, these records do not clearly highlight what pupils know or what they need to know next. The school recognises that it needs to make better use of the information it has so as to give more focused support to pupils to enable them to make further progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 57 Parents have very positive views of the school. Parental confidence has improved significantly since the last inspection and the school is now well respected in the community. The vast majority of parents and carers are well satisfied with the quality and effectiveness of what the school provides and achieves. The inspection evidence does not fully support this view, because although teaching and other provision is good, attainment in English, mathematics and science in Key Stage 1 and Key Stage 2, although improving, is still well below the national average. Parents have the view that pupils are making good progress and the vast majority say that they are well informed about the progress that their children are making. All say that the school works closely with parents who now feel comfortable about approaching the school with questions and problems. A minority felt that pupils did not have the right amount of homework.
- 58 The quality of the general information provided by the school to parents and carers is satisfactory. Parents spoken to during the inspection week agreed that they understood what was going on in the school. The reporting on progress for pupils with special educational needs is good. Most parents of pupils with special educational needs are supportive, involved and attend the review meetings. The reporting on progress for other pupils is satisfactory. However, whilst annual reports to parents describe attainment and progress, which, at the end of each key stage is linked to National Curriculum attainment levels, they do not provide information on individual pupils' targets, nor is there opportunity for parents to comment.
- 59 The school has made great efforts to promote and encourage links with parents and carers. There has been a significant improvement since the last inspection. The school is welcoming to parents and carers, an 'open door' policy operates, and parents are at ease when approaching staff. The school supports parents by providing opportunities for adult education. For example, literacy and numeracy groups, and an information and communication technology group, meet at the school. Several parents provide help and support in the life of the school. They accompany pupils on educational trips, such as the Reception class trip to 'The Jungle' at Cleethorpes. Some have been encouraged to study and gain qualifications to enable them to become class support assistants. These parents are highly valued by the school and make a significant contribution to children's learning at school.
- 60 Taken as a whole, the contribution of parents and carers to children's learning is sound because the majority provide effective support, for example in encouraging their children to do their homework. However, a minority of parents and carers, are not sufficiently involved and make little contribution to their children's learning. Overall, parents supported the home-school agreement by signing and returning it.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 The school has a positive ethos and a clear vision for what it is trying to achieve for its pupils. This vision is shared by all adults who contribute to the school's work. The school values all pupils equally and offers all pupils equality of access to all its activities, and equality of opportunity to benefit from learning experiences both in class and in the general life of the school. All pupils are given a very good level of support in order to try to build their self-esteem and self-image. The school seeks to ensure that, as their awareness of themselves and their community increases, so will their confidence, so that they will go on to achieve their potential both academically and as

individuals.

- 62 At the time of the last inspection, the headteacher had been in post for a few weeks. Since then, she, very ably supported by her deputy and all adults in the school, has worked unstintingly to move the school forward. It is a measure of her success that, in 2000, the school was one of the 50 most improved schools in the country. The key issues from the last inspection have all been addressed, although work in some areas is ongoing; for example on assessment and the roles of subject co-ordinators. The headteacher is an important presence in the school. Pupils know that she values them all and has time for them. She knows her pupils and their families well, and offers them her total support. It is a measure of the respect in which she is held that 100 per cent of parents who responded to the parents' questionnaire agreed - indeed 87 per cent strongly agreed - that the school was well led and managed.
- 63 The governing body fulfils its statutory duties. It is virtually a new body since the last inspection. It shares the school's vision for its pupils, and is a valuable source of support. It has created a sensible structure of committees, and the fact that many governors are frequently in school means that it has a good awareness of the school's strengths and weaknesses. Governors appreciate the need to continue to raise attainment, and understand that children will make good progress in their learning only if they feel secure and valued. They support the headteacher and staff in their determination to ensure that pupils see the school as a stable and supportive influence in their lives, as well as the source of their learning.
- 64 The provision for special educational needs is very well managed. The co-ordinator for special educational needs, very ably supported by her colleague in Key Stage 1, has effective systems in place for managing the large numbers of pupils on the special needs register. There are very good links with support services and professionals outside the school, and with parents. Governors are closely linked with the school's provision for pupils with special educational needs. The governor with specific responsibility for this provision is on the staff of the school, and observes teachers and classroom support assistants working with pupils with special educational needs. The school has a very good policy for special educational needs, and it is used consistently across the key stages.
- 65 The school makes effective use of information and communication technology in administration. In teaching and learning, its use is developing well as teachers and pupils become increasingly used to the new computer suite. There are examples of good practice, as when pupils use the Internet as a research tool, but the school is aware that there is considerable scope for greater use of this increasingly important source of information.
- 66 The school has established sound procedures for setting performance management targets for the headteacher and other teachers, and for monitoring progress towards these targets. The school has effective procedures for inducting new staff, and has the capacity to support initial teacher training. The quality of teaching and learning is monitored by the headteacher, but this monitoring is unplanned and unsystematic. Apart from in English and mathematics, subject co-ordinators have no opportunities to monitor and evaluate the quality of teaching and learning in the subjects for which they are responsible. This aspect of management is unsatisfactory. The school has a senior management team of five. The team meets reasonably frequently, but its meetings are not minuted and its role has no clear definition. The senior management team is not as effective as it might be as a key element in moving the school forward. The delegation of responsibility to subject co-ordinators and other

key staff is unsatisfactory and prevents them from playing a full role in raising attainment and improving the school. These aspects of management are not yet as well developed as other areas. In spite of this, there is an impressive unity of purpose among all adults in the school, and the school has a very good capacity to continue to improve.

- 67 The school runs efficiently on a day-to-day basis. Its routines are clear and well understood. Most pupils move smoothly from one activity to the next, although there are occasions when time is lost because one activity takes longer than expected. Pupils whose behaviour is challenging are well managed and effective routines are in place to ensure that the impact that their behaviour has on the learning of others is minimised. Pupils in Key Stage 2 value the 'golden time' available to them at the end of Friday afternoons when they can opt for a range of interesting activities. This ability to manage their own learning is not evident in other areas of the curriculum.
- 68 The financial situation of the school is much improved since the last inspection. Finance is managed well on a day-to-day basis by the school's administrative officer. There are clear and effective procedures for ordering and paying for goods and services. The school's annual budget is prepared in draft form by the headteacher in consultation with staff. It is then taken to the finance committee of the school's governing body and, after further consultation, approved by the full governing body. The finance committee monitors expenditure throughout the year. Specific grants, for example, for special educational needs and staff development, are used properly. The school's accounts were last audited in March 2001, and the report was very supportive of the school's budgetary procedures. The school has good strategies for ensuring that it gets best value from its finances and other resources. Strategic planning is linked to the budget, and funds are identified to finance agreed initiatives. However, the school development plan, while a useful working document and summary of work in progress, does not identify time scales for initiatives or who has responsibility for them. Success criteria tend to be in terms of completing a project, rather than in evaluating its effectiveness.
- 69 The school is very well staffed to teach the National Curriculum and religious education. There is a good blend of experience in the teaching staff, and the school uses its classroom assistants very effectively to support teaching and learning. They contribute to a range of the school's work, for example, by running the 'breakfast club'. The quality of the accommodation is good, and benefits from good hard play areas and a good playing field. Pupils benefit from a secure and stimulating learning environment. Since the last inspection, the installation of security fencing has been of great benefit to the school in enabling a good learning environment to be developed and maintained. This attractive environment is maintained well by the caretaker and the cleaning staff. Resources for learning are good, and are well deployed throughout the key stages.
- 70 Effective leadership and management have ensured that the school has improved very well since the last inspection. The leadership of the headteacher, and the support that she has received from all her colleagues, have been key elements in this very good improvement. The headteacher is aware that much has been achieved, and that much remains to be done. The school is in a strong position to go on to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 71 In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:
- (1) raise standards of attainment in English, mathematics, and particularly in science by creating a curriculum which will develop pupils' knowledge, skills and understanding systematically in line with their individual abilities; (see paragraphs 5, 18, 26, 31, 57, 96, 98, 99, 106, 113, 114);
 - (2) plan learning tasks in all subjects which will challenge pupils of all abilities so that they make systematic progress in their learning, and maximise the opportunities available in the foundation subjects to develop skills in literacy and numeracy; (see paragraphs 5, 9, 19, 20, 26, 33, 34, 100, 106, 119, 139, 144);
 - (3) assess what pupils are expected to know in all subjects of the curriculum, and to use the information obtained from assessments to set short term targets for pupils which will enable them to go on to make further progress; (see paragraphs 24, 56, 102, 117, 120, 126, 140, 145, 168);
 - (4) give subject co-ordinators structured opportunities to manage the quality of teaching and learning in their subjects; (see paragraphs 27, 66, 120, 134, 140, 146, 158, 170).
- 72 In addition to these key issues, the governors should consider the following point for development when writing their action plan:
- (1) to define the role of the senior management team clearly and give it systematic opportunities to contribute to school improvement; (see paragraph 57).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	27	42	26	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	214
Number of full-time pupils known to be eligible for free school meals	10	93

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	116

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	57
Pupils who left the school other than at the usual time of leaving	114

Attendance

Authorised absence

	%
School data	5.8
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	16	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	11	12	13
	Total	22	25	27
Percentage of pupils at NC level 2 or above	School	63(50)	71(54)	77(46)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	13
	Girls	13	13	12
	Total	24	27	25
Percentage of pupils at NC level 2 or above	School	69(54)	77(58)	71(58)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest 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	15	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	14
	Girls	8	8	8
	Total	16	21	22
Percentage of pupils at NC level 4 or above	School	48(48)	64(55)	67(61)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	12
	Girls	6	4	4
	Total	13	13	16
Percentage of pupils at NC level 4 or above	School	39(32)	39(45)	48(48)
	National	70(68)	72(69)	80(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	191
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	5	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: YR – Y6

Total number of qualified teachers (FTE)	10.0
Number of pupils per qualified teacher	22.5
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	229.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.8
Number of pupils per qualified teacher	34.7

Total number of education support staff	2.5
Total aggregate hours worked per week	76.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	541,824
Total expenditure	551,326
Expenditure per pupil	1,814
Balance brought forward from previous year	59,504
Balance carried forward to next year	50,002

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	292
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	58	39	0	3	0
Behaviour in the school is good.	55	42	3	0	0
My child gets the right amount of work to do at home.	29	26	16	6	23
The teaching is good.	74	23	3	0	0
I am kept well informed about how my child is getting on.	48	45	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	58	35	0	0	6
The school is well led and managed.	87	13	0	0	0
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	32	29	13	0	26

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 73 Children in the Nursery and Reception classes are given a very good start in their education as a result of teaching which is very good overall, and of the challenging range of activities provided. The good qualities identified in the previous inspection report have been built on, and a carefully planned curriculum underpins the very good progress that the children make.
- 74 At the time of the inspection sixty-five full time equivalent places were offered in the Nursery. Thirty children attended full time, and the other places are taken by those attending either mornings or afternoons. Children start Nursery as soon as they reach their third birthday. Levels of attainment in language, social, and mathematical skills are well below those expected for their age. Children have very limited knowledge and understanding of the world around them. Nevertheless, children make rapid progress so that, by the time they leave the Reception class, most children have reached the standards expected of them. Children's progress and development are carefully monitored by staff to ensure that skills are learned systematically. This means that future learning can be planned carefully.

Personal, social and emotional development

- 75 Children come into the Nursery happily. They confidently leave parents and carers and assemble in one of five small registration groups, where they are quickly engaged in learning. They know the daily routines well, such as bringing their book bags, and they help in selecting their new books to take home. Children learn to co-operate with one another and like to take turns. A good example is seen at milk time, when children are 'invited by a friend' to collect their milk. Children remember to say 'please' and 'thank you'. They play harmoniously and share resources well. In the 'pet shop', for example, there was very good interaction when children selected their pets or pet food and 'paid' for them at the 'checkout'. Behaviour is very good and all children are eager to take part in activities.
- 76 In the Reception class, children continue to develop their skills well. They sustain concentration for longer periods of time and begin to work with increasing independence. They engage in more structured activities such as literacy and numeracy lessons. Children learn about caring for the environment, linking this with observations of the plants they have grown in class. They develop feelings of respect and concern for others by talking about the need to look after the things around them. Teaching in this area of learning is very effective. Teachers are very skilled at using opportunities, for example by reading stories, to emphasise issues such as right from wrong, and by talking about the characters. Children learn to care for animals, because the teachers provide real opportunities for them to do so. The very good teamwork demonstrated by the teachers is reflected in the attitudes and co-operation shown by the children.

Communication, language and literacy

- 77 Many very good opportunities are provided which promote speaking and listening in the Nursery. In 'circle time', every child is encouraged to make a contribution to the discussion. Children are also encouraged to talk about the stories they hear and give their views about the parts they enjoy most. At social times, such as registration and milk times, children learn to speak politely to one another. Most children listen well and follow the teacher's instructions closely. Early reading skills are developed very effectively. There is a good range of suitable storybooks available, from which the children select, to read at home. Reading areas in the Nursery are comfortable and attractive to children, so that they readily choose to look at books independently. Regular 'story times' ensure that children's interest in reading is sustained at a very high level. Children begin to learn letter sounds and to match initial letters to simple words. They trace over letters to learn the correct shape and formation and begin to copy their own names.
- 78 In the Reception class children continue to make very good progress. This results from the very good curriculum provided and the skilful management of their learning experiences. Children cope well with the Literacy Hour. They know their letter sounds as well as some blends such as 'sh' and 'ch', and they use this knowledge well to improve their reading skills. They begin to develop writing skills either guided by their teachers, or, informally, by 'writing' letters to friends, or by writing out the bills for customers in the 'Jungle Café'. They demonstrate very good speaking and listening skills by listening very carefully and answering questions appropriately, without calling out. By the time they leave the Reception class, children have made very good progress, and most attain the standards expected for their age.
- 79 The teaching of language and literacy is consistently very good and some outstanding teaching was seen in the Reception class. Activities to promote language development are thoughtfully planned so that they are relevant to children's experiences and stages of development. For example, the Nursery activities are slightly modified in the afternoons because the children are generally younger than those who attend morning sessions. Teachers, nursery nurses and classroom assistants constantly question pupils in order to encourage speaking skills and improve their vocabulary. In the Reception class, the teacher skilfully controls the pace of the lesson, taking enough time to consolidate learning effectively before moving on to the next stage.

Mathematical development

- 80 Children in the Nursery make very good progress in counting, recognising colour, shape and pattern, and in learning mathematical language. Every day experiences are used whenever possible; for example, a nursery nurse challenged some children to work out how many more children were needed to complete her group. Most of the older children count to ten when pointing to objects and some recognise the digits from one to ten displayed on the computer screen. Children learn the concepts of 'longer' and 'shorter' and 'more' or 'less' as well as positional language, when asked, for example, to move the toy 'on top of the doll's house'.
- 81 Early number skills are improved very effectively in the Reception class. Children learn to recognise repeating patterns and begin to understand that 'adding' is the result of combining two sets of objects. At the end of the Reception Year, most children accurately work out simple problems such as $6 + 4 = 10$. They know the names of regular shapes and begin to see patterns of symmetry. Nearly all reach the

standards expected of children at the end of the Foundation Stage. Activities related to everyday experiences such as handling and counting money in the 'Jungle Café' help children to develop mathematical skills in a meaningful way.

- 82 Teaching in this area is very good throughout the Foundation Stage. Activities are very well planned and stimulate the children's interest because they are challenging. Every opportunity is taken to make the learning more meaningful by linking it to the current theme, for example, by counting and sorting sets of animals in the Nursery, or by observing the symmetry of butterflies in the Reception class.

Knowledge and Understanding of the World

- 83 Children have very limited experiences and general knowledge and understanding when they start the Nursery. They make very good progress because of the richness and variety of experiences provided for them, so that, by the end of the Foundation Stage, their development is in line with that expected for five year olds.
- 84 In the Nursery, 'themes' are used very well as a basis for wider exploration. Children observe living creatures such as hamsters, a tortoise and an American corn snake at first hand. They learn about what they eat, how they move, and about how to care for them properly. The visit of the police dog helped the children to understand that not all animals are kept purely as pets. Children learn about different materials, and that some can be shaped and moulded such as clay, dough or wet sand. They also handle construction kits, using pictures as designs for their own models. Children are confident when using computers, and they control the mouse well to change images on the screen. Nursery and Reception children gain a sense of passing time by learning about how they grow and by looking at the differences between the clothes they wore as infants, as toddlers, and when they started school. They gain an awareness of other places and cultures by finding out about different foods, and, on one occasion, by dressing in the Indian saris brought in by a visitor. In the Reception class, children observe caterpillars very closely and already have a butterfly house prepared in the hope of seeing the full life cycle unfold. They learn about different environments by visiting the village of East Ravensdale to compare that with their own locality. By the end of their Reception Year, pupils handle tools and other implements safely. They use every-day technology such as computers and tape recorders independently, and are curious about how and why things happen.
- 85 Teaching in this area of learning is very good. The Nursery and Reception staff provide exciting learning opportunities for the children, such as the visit to 'The Jungle' in Cleethorpes, where they saw a variety of more exotic animals and birds. Teachers question children well, encouraging them to use their senses when investigating objects.

Physical development

- 86 Very good use is made of the secured area outside the Nursery as well as the school hall to develop the children's physical skills. Nursery children are energetic and active when playing on scooters and tricycles, and show a good awareness of the others playing around them. They use climbing apparatus confidently and enjoy the challenge of scoring a goal or throwing a ball through the basket ball ring. In the hall, Nursery children move around without inhibition and throw and catch a ball with increasing accuracy. Reception children balance well when moving along a beam. They jump and land safely, and confidently climb to the full height of fixed apparatus.

- 87 Children understand the need for personal hygiene and know that they should wash their hands after using the toilet. They handle small tools such as scissors, pencils and paintbrushes appropriately.
- 88 The teaching of physical education is very good. Lessons in the hall are carefully prepared and pitched at the right level of challenge for the children, allowing them to test for themselves what they can accomplish safely. During outside activities teachers and other adults interact with children very well, encouraging them to persevere with activities in order to improve their skills.

Creative development

- 89 Children make good progress in the Nursery and Reception class because of the range of materials available and the activities planned for them. Children use a range of different sized brushes as well as their hands, to apply paint. They explore patterns and designs, and also have the opportunity to paint freely. Collage materials such as card, paper and feathers enable children to explore different textures. A good example of their skills is evident in their pictures of birds, which are decorated by using brightly coloured feathers.
- 90 There are good opportunities for children to engage in role-play and dressing up. These stimulate their creative imaginations effectively.
- 91 Children enjoy music sessions such as singing in the school hall as well as movement and dance. Children in the Nursery explore the sounds of musical instruments. In the Reception class, they experiment, with rhythms and patterns of sound in order to create their own compositions.
- 92 Teachers provide a rich and colourful environment which stimulates children's creativity and inventiveness. They provide opportunities to talk about the work of recognised artists and ensure that children have daily access to paint and other materials which enable them to work imaginatively. In the Foundation Stage, teachers are supported very effectively by the nursery nurses and classroom assistants, who make a major contribution to children's learning and progress.

ENGLISH

- 93 The National Curriculum tests in 2000 showed that seven-year-old pupils achieved standards in reading and writing that were well below the national average. However, when compared with schools which draw their pupils from similar backgrounds, they were just below. Eleven-year-old pupils achieved standards which were well below the national average in English, and well below the average attained in similar schools. The school did not achieve its agreed target in English at the end of Key Stage 2 in 2000.
- 94 Many pupils enter the school with very poor literacy skills and a significant minority also have learning and behavioural difficulties. As a consequence a very high proportion of pupils are on the special needs register. In this context, and when improvements over time are taken into consideration, the school does well. The rate of improvement in the school over the last three years has been higher than the improvement in national averages, which the Secretary of State acknowledged with a letter of congratulation to the school as the 31st most improved school in the country.
- 95 This upward trend has been achieved as a result of the good quality teaching, the

successful implementation of the National Literacy Strategy, the very effective support of classroom assistants, and a good foundation in the Nursery and Reception classes. Pupils, including those with special educational needs, are beginning to make satisfactory progress in their knowledge and understanding of English and their acquisition of literacy skills. This represents a significant improvement since the last inspection report.

- 96 Attainment in speaking and listening is below the standard expected nationally at the end of Key Stages 1 and 2. The majority of pupils listen attentively both to the teacher and to each other. A minority of pupils have short concentration spans and grow restless over quite short periods of time. Effective management of their behaviour by teachers and classroom assistants ensures that most work steadily throughout the lesson.
- 97 Many pupils enter the school with poorly developed speaking and listening skills. By the time they begin their work on the National Curriculum, however, they have developed many of the essential skills of listening. Much of their speaking is characterised by short, clipped phrases and their basic vocabulary is limited. Their speaking skills improve as they move through the key stages. Their vocabulary is extended through the National Literacy Strategy and across some other areas of the curriculum. Pupils provide spoken reports for the summing-up sessions at the end of lessons, which assist their confidence in speaking publicly. Some teachers insist that pupils develop their answers, and use additional questions well to ensure that pupils are more rigorous in their responses. Year 1 pupils supplied phrases such as 'Your Majesty', and 'What ever you command', during a discussion of the speech characters might have made in a story 'Where the Wild Things Are'. Lower attaining pupils in Year 6 offered words such as 'gloating' and 'disconnected' when modifying a poem. However, overall, the quality of speaking and the range of vocabulary is below the standard found in most primary schools at the end of both key stages, and is unsatisfactory.
- 98 Pupils in Years 2 and 6 attain standards in reading which are below those expected nationally. Higher attaining pupils achieve standards which are in line with national expectations. They read confidently and fluently, they are aware of punctuation and put good expression into their reading. Average pupils achieve below national expectations. They hesitate more frequently but usually use a variety of strategies to read an unfamiliar word. They frequently self-correct their mistakes and sound out words to help them to pronounce the words correctly. Lower attaining pupils sound each word separately and lack confidence in recognising the sounds that groups of letters make. Average and above average pupils have a good sight vocabulary of frequently used words, but below average pupils, including those with special educational needs, recognise relatively few words by sight and, as a result, their fluency as readers is restricted.
- 99 Pupils have a very positive attitude to reading. Average and above average pupils quote a favourite author, although this is invariably restricted to one. They are provided with a range of written texts at school and most pupils have books at home, which they read or have read to them. Some pupils use the public library but the nearest one to their homes is some distance away. Taking home books from school helps to compensate for this. Lower attaining pupils rarely quote a favourite author and appear to read few books. All pupils explain the plot of a book and the principal points about a character, although the average and low attaining pupils do not always put their explanation in a logical order unless the story is a very simple one. All pupils understood the difference between fiction and non-fiction books, although the lower

attaining pupils are not sure of the actual words used to distinguish them. Most pupils understand the function and purpose of the contents and index pages and direct a visitor to the appropriate section of the library for particular topics.

- 100 Attainment in writing is well below the standards expected nationally at the end of both key stages, and is a priority in the school improvement plan. By the Reception class, average and higher attaining pupils in the school are emerging as writers. By the end of Year 2 about just over one half of pupils write a sentence independently. They develop an understanding of the purposes of full stops and capital letters, and recognise speech marks, question marks and exclamation marks. In Key Stage 2, they begin to understand paragraphing. Pupils attain well when they are expected to focus on one element of punctuation, grammar or spelling, but, when they attempt to combine all these elements into a piece of independent writing, they regress and begin to repeat basic errors. The correct use of the elements of clear writing have to be continually re-enforced by teachers. For example, Year 5 pupils produced good standards of work when closely supervised, but many basic errors crept into their work even when they were well prepared for the task. Nevertheless, above average and most average pupil write in a variety of chronological and non-chronological styles, and understand the demands of purpose and audience in their writing. Few examples of developing pupils' literacy skills were observed in other areas of the curriculum, and other subjects are not used effectively or systematically to develop literacy skills.
- 101 The quality of handwriting varies across classes and with the ability of the pupils. By Year 2, average and above average pupils form regular letters with words correctly spaced out, but lower attaining pupils form letters only slowly with size and regularity on a line varying. In some instances accepted conventions of underlining with a ruler and presenting work well are not consistently enforced, so that the presentation of work is unsatisfactory.
- 102 The standard of teaching is always at least satisfactory, and often good. No unsatisfactory teaching was observed and this represents a substantial improvement since the previous inspection report. Some 23 per cent of the lessons observed were satisfactory, 62 per cent were good, and 15 per cent were very good. Teachers' planning is thorough. Objectives are clearly stated and understood by the pupils; assessment opportunities are taken as the lesson proceeds. Lesson plans recognise the differing needs of pupils and appropriate activities are organised to develop pupils' learning. Teachers take account of the attainment of pupils in previous lessons and their plans reflect pupils' needs. For example, one teacher decided to reinforce the use of connectives and so changed the balance of the next lesson. Pupils, including those with special educational needs, make satisfactory progress in their understanding in the lesson through both a clear focus in activities and through discussion. They are supported well, but poor concentration, and poor recall of what has been learned from one day to the next, slow their rate of progress. Pupils are given some opportunities to use computers to present their work, but these are relatively few. Some teachers provide well-informed written comment on pupils' work about what they are doing well and how to improve, but this is not consistent across the key stages. Some classroom assistants also keep records of pupils' significant learning, so that the information can be used to direct pupils' learning in the future.
- 103 Resources for literacy are good. The co-ordinator is helping teachers to develop their expertise in teaching literacy skills by providing information from materials and as a result of her attendance at professional development courses. Some observation of teachers and analysis of samples of pupils' work takes place, although the monitoring

of the quality of teaching and learning is still at a rudimentary stage of development.

MATHEMATICS

- 104 The results of the National Curriculum tests at the end of Key Stage 1 in 2000 were well below the national average and well below the average for similar schools. However this represents a good improvement when compared with the very low standards recorded in the 1997 inspection report. Evidence from this inspection indicates that the present Year 2 cohort is well below the standard expected nationally. This is due to the very high proportion of pupils with special educational needs in the year group.
- 105 The results of the National Curriculum tests in 2000 at the end of Key Stage 2, were well below the national average but average when compared to similar schools. This result is markedly better than at the last inspection. The improvement has been brought about by the effective implementation of the National Numeracy Strategy, and by an overall improvement in the quality of teaching since the last inspection.
- 106 Samples of pupils' work demonstrate that pupils in both key stages undertake an appropriate variety of work on space, shape and measures and tackle a range of problems involving handling data and investigation during the course of the year. There has also been a big improvement in the provision for pupils with special educational needs, and they make satisfactory progress in their learning. A large number of classroom support assistants provide teachers with very good support and make a valuable contribution to the pupils' progress. The setting of pupils into ability groups for mathematics lessons in Key Stage 2 has also had a significant impact on raising standards. At Key Stage 2, standards have risen quite rapidly since 1997 and at a better rate than that found nationally. However a smaller than average proportion of 11-year-olds reach the higher level 5. This indicates some underachievement. The school is beginning to implement strategies to provide greater challenge for its higher attaining pupils. These are not yet fully effective throughout the school.
- 107 Year 1 pupils make sound gains in their learning and cover an appropriate range of work. They count reliably and understand the operations of addition and subtraction. They use the mental strategies that they have been taught to solve problems. Most pupils have a secure grasp of odd and even numbers. They focus on the development of mathematical language, knowing the meaning of "more than", "added to" and "altogether".
- 108 This particular cohort of Year 2 pupils finds mathematics very difficult. In spite of the efforts of the experienced class teacher, who has tried a whole variety of strategies to interest and encourage the pupils, they are still far behind the standard one would expect to find at this age. In the lesson observed, in spite of the best efforts of the teacher and two support assistants, pupils were finding the work very difficult yet it was comparable to that being attempted in the Year 1 class. Pupils held number cards while another pupil attempted to place them in the right order. Another group of pupils worked in pairs with a dice deciding which number is the largest, while yet another group ordered numbers in tens up to 100.
- 109 Setting pupils by ability in Key Stage 2 is working well, and helping pupils to make sound progress in line with their prior attainment. The higher attaining pupils in Year 3 make very good progress in their learning. They have good speed and accuracy with tables and quick responses to questions, being able to add mentally, for example

£3.40 and £2.30. Carefully graded group work enabled all pupils to continue their good progress and have a good grasp of problems involving money up to £100. Higher attaining pupils in Year 4 make good progress in their learning, though their grasp of tables is poor. Some pupils are hesitant even with their two-times table. Lower attaining pupils in Year 3 and 4 work together. Although they find the work quite difficult they make good progress in their learning. In the lesson observed they were adding ten to numbers. In their group work, very good resources enabled pupils to make good progress in their knowledge and understanding of addition. Year 5 and 6 pupils are organised in a similar way. Higher attaining pupils used three dice to set subtraction sums using the 'counting on' method. Pupils in the class who found the work quite difficult were being helped by a teacher from the local secondary school who visits the class for a short time each week to get to know the pupils who will move there in September. Both groups moved on to harder examples as they became more confident. The pupils in the Year 5/6 lower attaining group made good progress in their learning. They used the till receipt from the purchase of food from the local supermarket that they had used in their geography/design technology lesson earlier in the week. Using the overhead projector to enlarge the bill, the teacher discussed the information it contained. Using the same price structure, groups of pupils were set the task of spending differing amounts of money with an upper limit on the amount each group could spend. This practical approach provided good interest in the lesson and all pupils were fully involved, being thrilled when they managed to reach the target set. They checked their answers successfully using a calculator.

- 110 The majority of pupils enjoy mathematics and have a good attitude to their work. With some notable exceptions, they behave satisfactorily, listen attentively and show interest in the tasks they are given. Those who have short concentration spans are well managed by all staff. Most pupils are courteous and trustworthy and show respect for property. Pupils in all year groups form constructive relationships and work collaboratively when required. Pupils showing initiative are fewer in number, but many are willing to take responsibility by helping in different ways, for example by giving out and collecting equipment and books if required.
- 111 The overall quality of teaching of mathematics throughout the school has improved significantly since the last inspection and is now good. Of the nine lessons observed the teaching in four was very good, in three it was good and in two it was satisfactory. In all classes, pupils are managed very effectively with praise and encouragement and a purposeful atmosphere for learning is created. Throughout the school, teachers use their knowledge of the National Numeracy Strategy and of their pupils, to plan interesting, relevant activities. Lessons have clear objectives, which are usually explained to pupils so that they know what they have to do. Staff work closely as a team. Support staff are deployed very effectively and make a considerable contribution to successful learning, especially for pupils with special educational needs. In Key Stage 2, where teaching is often very good, teachers' personal enthusiasm for the subject, as well as their high expectations for the pupils' work and behaviour, harness the pupils' energies so that they make good progress. However, the quality of learning is less good than the quality of teaching because of the time needed to manage the behaviour of the few pupils who do not concentrate well.
- 112 The curriculum is broad and balanced and fully satisfies statutory requirements. Since the last inspection, the headteacher has managed the development of the subject well. A whole range of initiatives has helped to improve pupils' attitudes and their interest in the subject is now good. The role of the co-ordinator needs further development in managing the subject and determining priorities for development. The co-ordinator has had some opportunities to observe the quality of teaching and

learning in other classes. However, the revised scheme of work is developing well and is closely linked to the National Numeracy Strategy while taking into account the school's own needs. The co-ordinator has successfully improved the school's resources, which are of good quality and are suitable for the effective delivery of the curriculum: they are well stored and easily accessible. Assessment procedures have recently been improved. National Curriculum tests are taken at the end of each key stage and additional National Curriculum tests are taken in Years 3, 4 and 5. The co-ordinator plans to analyse these results to guide future planning. This is another improvement since the last inspection. Parents indicate that they are very pleased with the improvement in the teaching of mathematics since the last inspection.

SCIENCE

- 113 Standards of attainment are well below the national average at the end of both key stages. This is similar to the standards previously reported at Key Stage 2, but at Key Stage 1, standards have fallen since the last inspection. This is partly explained by the very high proportion of pupils in the current Year 2 class who have special education needs.
- 114 The standards attained in the National Curriculum tests in 2000 were well below average at the end of Key Stage 2, and broadly reflect the standards seen in school during the inspection. At Key Stage 1, teacher assessments placed attainment well below the national average. At Key Stage 2, standards show an upward trend over the last four years in relation to the national picture, but nevertheless they are not keeping pace with what is expected for eleven-year-olds. Factors which contribute to this include the limited opportunities for good investigative work to develop understanding, and poor knowledge of the specific language related to science. At Key Stage 1, pupils' knowledge and understanding of investigation and of physical processes such as forces are very poor. They have a better knowledge of life processes such as plant growth, and of the properties of materials, but this is still well below what is expected for their age.
- 115 Year 6 pupils have a satisfactory knowledge of the human body. They name the major organs such as heart, lungs and kidneys, and understand how blood circulates and how we breathe. They know how the human skeleton is formed and identify the most important bones correctly. Most pupils assemble an electrical circuit to light a bulb and know that there are parallel and series circuits. There is too little evidence of pupils having planned, carried out and recorded their own investigations, and there are gaps in their knowledge of some aspects of science. In a revision lesson, for example, the majority of one group of pupils were not able to recall accurately the cycle of plant growth, and most struggled with the specific language linked to the process of filtration and dissolving materials.
- 116 The oldest pupils in Key Stage 1 know that there are 'pushing' and 'pulling' forces but do not fully understand that a force moves objects in a particular way, such as speeding up or slowing down. They know some of the sources of sound and about some of the differences seen in animals. Pupils understand the importance of a healthy diet to help growth.
- 117 Given their prior levels of attainment, pupils make sound progress as they move through the key stages. Test data also shows an improving trend. However, progress is inhibited by weakness in the curriculum which does not clearly establish the systematic development of knowledge and skills for each year group. Planning does not identify specifically what pupils are expected to know, nor does it link

assessments to the expected outcomes of teaching and learning. Consequently, analysis of pupils' work in Key Stage 2, for example, shows that some topics are repeated in older year groups, but not necessarily to any greater depth, so that older pupils will be challenged and have their knowledge and skills extended.

- 118 The quality of teaching in the lessons seen was satisfactory overall. A very small amount of unsatisfactory teaching and learning resulted from pupils' unsatisfactory attitudes and behaviour. The ineffective class management strategies used by the teacher meant that the lesson also lost pace and pupils' interest waned. Teachers plan well for most lessons and prepare resources in advance so that no time is lost in engaging pupils in activity. Very good relationships are established overall, and this promotes a good response from pupils, and generally good behaviour. Teachers and classroom assistants are sensitive to the needs of individual pupils, and manage their learning well. The highly effective working partnerships established between teachers and support assistants make a significant contribution to pupils' learning and progress, particularly for those with special educational needs.
- 119 The most effective teaching and learning take place when pupils are actively engaged in finding things out for themselves. In a Year 2 lesson, for example, pupils enthusiastically looked for mini-beasts in the school garden. They compared their findings eagerly, discussed them with others, and maintained high levels of interest during the lesson. Learning for pupils in Year 6 was enriched by their visit to a local chemical factory, which supported their own experiments on filtration very well. Teachers use questioning skills effectively to challenge pupils' knowledge and understanding, for example, when asking them to describe what they consider to be a 'fair test'. There is little evidence of work being suitably matched to pupils' different abilities. As a result not all pupils, particularly the higher attainers, make the progress that they should. Time at the ends of lessons is not always used effectively to assess or consolidate what pupils have learned. For example, although pupils in Year 2 found a good variety of mini-beasts they were not helped to conclude that they were all found in the darker damper areas, so that some critical learning was missed. Teachers' marking does not consistently indicate how work can be improved.
- 120 The school recognises that too little emphasis has been given to science since the last inspection. There have been some improvements in the range of resources, though these are still barely adequate for some aspects of investigative work. A published scheme has been bought to support teaching and national subject guidance has been integrated into Key Stage 1 planning. Assessment systems are weak and do not help to define clear learning goals for all pupils. Currently there is insufficient monitoring of teaching standards and curriculum outcomes to guide action for improvement.

ART AND DESIGN

- 121 Standards of work in art are above national expectations at the end of both key stages. This is a significant improvement from the previous inspection. During the current inspection, displays of work in classrooms and corridors, an analysis of pupils' art work in their sketch books, and observations of art lessons indicate that most pupils attain above the levels expected for their age. All pupils, including those with special educational needs, make good progress in their learning in art. From a scrutiny of teachers' planning and discussion with the art co-ordinator, it is clear that all pupils are given opportunities to take part in a good range of creative activities. They are taught to use a variety of different media and tools for creative expression

and they enjoy their learning. Pupils study the styles of a range of artists such as Monet, Freirich, and Lichtenstein. For example, Year 5 appraised these artists' styles and techniques and then applied them in their own way to their work. Pupils are very proud of their artwork. This was evident when pupils in Year 3 walked round the class at the end of the lesson to appraise each other's work.

- 122 Pupils in Year 1 explore ideas for a design using their own observational drawings of leaves, happily discussing together the shape, colour and texture of many leaves before deciding which ones to include in their designs. They illustrated their favourite books and linked art in their geography studies with drawings of both their homes and their school. They visited a garden centre before drawing flowers, and illustrated "The Living World", making a link with their science lessons. Year 2 pupils used beetroot and onion skins to produce their own dye before making very good designs on a variety of materials using tie and dye techniques.
- 123 At Key Stage 2, pupils in Year 3 created visual effects by drawing large pictures of waves and ripples. Their designs of chairs showed excellent imagination after they had studied the shape of many different chairs in school. This made a good link to their design and technology lesson. Year 4 pupils studied how line can be used to create patterns to give visual stimulation. They worked in the style of Van Gogh having made a study of his famous painting 'Starry Night'. Pupils in Year 6 concentrated on drawing people in action. They made excellent likenesses of moving figures and are very proud of their work. A visiting arts company taught them how to create masks with facial expressions and an excellent display was made in the school library. Year 5 pupils were particularly fortunate to have the support of visiting artists provided by the Education Action Zone over a ten-week period. As well as providing pupils with a wide range of artistic experiences and producing work of a high standard, the project helped to raise the pupils' self esteem.
- 124 Pupils work with enthusiasm and take pride in discussing their work. They are keen and eager to begin tasks, and many demonstrate care and good attention to detail. Most pupils sustain their concentration for long periods and, although the majority behave very well, there is a significant minority in some classes who find it quite difficult to control their behaviour. This affects the pace of lessons and so adversely affects the progress of others. Work is always finished and presentation is good. Many older pupils discuss their work constructively and value the opinions of others.
- 125 The quality of teaching in the art lessons was always at least satisfactory with two out of the five lessons observed being good and two very good. This is a significant improvement from the previous inspection. Teachers are secure in their subject knowledge and understanding of the subject and have high expectations of their pupils. They plan effectively, often integrating art activities into other subjects, but also providing opportunities for pupils to develop skills and creativity. The teachers introduce activities well, sharing lesson objectives effectively with pupils. Class monitors provide valuable assistance, helping teachers to prepare resources before each art lesson.
- 126 Since the last inspection the co-ordinator has worked hard to raise the profile of the subject. Staff training has improved confidence in teaching the subject. The school has recently adopted the Qualifications and Curriculum Authority's scheme of work, which provides good guidance for the staff in promoting a systematic programme of skill development throughout the school. The different aspects of art are covered well. Arrangements for the assessment of pupils' work are at an early stage of development. In most classes, sketchbooks provide a good indication of pupils'

progress during the year.

- 127 The school has a good range of art materials, which are stored effectively and are easily accessible to all staff. Teachers and pupils use materials with care, and appropriate attention is given to safety when using tools.

DESIGN AND TECHNOLOGY

- 128 By the end of both key stages, pupils' achievement is in line with national expectations. Standards have improved well since the time of the last inspection.
- 129 There were very few lessons being taught during the time of the inspection, but good evidence has been drawn from looking at pupils' work and talking to teachers, support staff and pupils, examining completed work and designs in sketch books, and photographic evidence.
- 130 No lessons were observed in Key Stage 1 but good examples of weaving were seen. Pupils used plastic, shiny paper and a wide variety of materials and were very pleased with their finished products. Pupils studied winding mechanisms and clockwork toys as well as designing and making sandwiches and fruit salads as part of their study of healthy eating.
- 131 In Key Stage 2, Year 3 pupils have made pop up cards based on storybooks. Year 4 pupils looked at a range of chairs throughout the school before designing one in their own favourite style. Many of the designs in their sketchbooks showed that they had understood the importance of thinking carefully about the strength required and the best materials to use in the construction. Year 5 pupils displayed a very good selection of hats that they had designed and made. The finished articles showed they had thought carefully about their work, using books for investigating and designing, before making their hats. Year 6 pupils designed and made slippers, which they proudly took home and actually wear. A display of a fairground in the school library built by Year 6 pupils, which includes many roundabouts driven by electric motors, is of a very high standard, and pupils demonstrate their constructions with justifiable pride.
- 132 There is insufficient evidence to make an overall judgement on teaching but that which was seen was very good in Year 5 and good in the "golden time" which involved pupils from all Key Stage 2 classes. An obvious strength in the teaching seen was the careful planning and the efforts of teachers and support staff to fully include all pupils, including those with special educational needs. This enabled all pupils to improve their knowledge soundly and also increase their self-esteem and social skills. Other evidence shows that teachers throughout the school have a good understanding of the need to involve pupils in all aspects of planning and designing before construction begins. Pupils of all ages and abilities appreciate this aspect of the subject, and pupils who find difficulty in reading and in formal writing enjoy making designs and gaining practical experiences. The range of activities and the obvious relevance to pupils' experiences is good, and has led to an enthusiasm for creativity. This was ably demonstrated in Friday afternoon's "golden time" when 33 pupils of all ages opted to join the design and technology class to make moving caterpillars. They watched carefully while the teacher demonstrated several ideas and then showed good skills in making their own models, giving careful thought in choosing colour combinations and materials from the wide range provided to give the desired effect.
- 133 The teaching in the Year 5 lesson was very good. After a lively introduction, which

captured the pupils' interest, the class considered the suitability of various structures. The teacher's good subject knowledge, her own enthusiasm for the subject, and her very good rapport with her class created a good learning ethos. When the class moved to the hall and saw the three structures prepared for their investigation their excitement and interest as they studied a large modern tent, which had been erected for their use, a bird table and a play tunnel, rose considerably. With excellent help from their teacher and support staff, who had been well briefed by the teacher, the three groups studied their structures and the type of materials used to provide strength. Pupils then drew sketches of their structures and labelled them before explaining to each other in the plenary session why and how they had come to their conclusions. This helped the development of their speaking and listening skills. The majority of pupils in the class enjoyed the lesson and their behaviour was good. A few who found their interest difficult to sustain were well managed by all the staff.

- 134 The new scheme of work allows a steady development of designing and making skills as pupils move up through the key stages. Assessment opportunities are being developed and built into the scheme. Resources have been improved since the last inspection but further improvement is required to bring them up to the required standard. The role of the co-ordinator in monitoring the quality of teaching and learning in the subject is unsystematic and unsatisfactory. This is hindering the development of the subject and the raising of standards.

GEOGRAPHY

- 135 Standards of attainment match the national expectation at the end of Key Stage 1 and 2. This represents an improvement since the last inspection, when geography was judged to be below expectations at both key stages. This represents satisfactory progress in learning across the key stages.
- 136 Seven-year-olds have a satisfactory knowledge of their immediate area. Their geographical understanding is developed from a focus on the features of their school to an understanding of the natural and built features. They explain the function of a range of buildings, such as shops and churches, and identify natural features such as hills and rivers. On a study of a visit to the seaside they offered ideas as to what it would be like to live in such a place. They draw simple maps of their journey to school and provide simple comparisons between different places.
- 137 Pupils in Years 3 and 4 understand the use of symbols on maps and the average and higher attaining pupils use two figure co-ordinates satisfactorily. They make field trips in their study of geography when they study rivers, and this enhances both their recording skills and their understanding that geography is about the real world. In a Year 4 class pupils studied India as an economically developing country and had focused their study of an Indian village so as to identify similarities and differences with their own community. Pupils accurately plotted a range of features on their outline map of the village.
- 138 Pupils in Years in 5 and 6 study the water cycle and average and higher attaining pupils were able to explain the process satisfactorily. Most pupils offered explanations for the use of water as a resource and understood the impact of flooding. They understand the historical origin of settlements and how they have changed over time. Average and higher attaining pupils explain the effects of different types of pollution on the environment.
- 139 The quality of teaching is satisfactory. Subject coverage is secure, although less

attention is paid to the development of geographical skills; for example, in the use and interpretation of data. Pupils' responses in lessons are satisfactory and most listen well considering the low concentration spans of a significant minority. Good support from classroom assistants ensures that pupils work effectively when doing more independent work and that pupils with special educational needs make sound progress. However, there is no evidence of teachers preparing graded tasks for the range of pupils' abilities, and reliance is placed on levels of support in the classroom to support pupils who find concentration and learning difficult.

- 140 The co-ordinator has only recently become responsible for the subject and there is currently no secure method of monitoring progress in the subject. Assessment is the responsibility of individual class teachers and the attainment levels of pupils are adequately summarised in the reports to parents. However, written comments on pupils' work are variable across the school and do not consistently indicate what pupils need to do to make further progress.

HISTORY

- 141 Standards of attainment in history are in line with national expectations at the end of both Key Stage 1 and Key Stage 2. This represents a maintenance of standards since the last inspection.
- 142 Seven-year-olds understand that history is concerned with a study of the past. This is developed, for example, through a topic on toys in which they identify simple differences between the types of toys and the materials they are made from. In a study of a 'Visit to the Sea-side Long Ago', Year 2 pupils identified differences between then and now by the clothes the people in the photograph were wearing and the type of transport that took people on holiday. From this evidence, they understood that the events had happened a long time ago but found it difficult to develop their answers further. Pupils were then required to sort twelve photocopies of photographs into chronological order. Whilst the discussion resulting from using this evidence developed the pupils' understanding of long ago, the activity requiring them to arrange the photographs into chronological order proved too demanding for lower attaining pupils.
- 143 Pupils in Key Stage 2 study the Greeks, Tudors and Victorians and Britain since the 1940s. Pupils have a satisfactory knowledge of the periods of history they study. However, in the samples of work inspected, there was little evidence of pupils framing their own questions for historical enquiry or understanding the range of sources that historians use to interpret the past. These kinds of limitations prevent standards from being good. Occasionally, there are good examples of pupils being set challenging tasks when, for example, they were required to deduce what sort of family lived in a Tudor house by examining a list of its contents. Year 6 pupils study Britain since 1940 through the life of John Lennon, and average and higher attaining pupils explain which groups of people would receive extra rations and why. Year 4 pupils used a government poster from the time to gain some knowledge about the diet of children during the war, and to understand why rationing was necessary. Lower attaining pupils had limited knowledge about the period and were unable to provide reasons for the problems facing children during the war.
- 144 The quality of teaching is satisfactory overall, and good in about a quarter of lessons. Teachers ensure sufficient coverage of the facts of the periods of history that the pupils study. Too little emphasis is placed on the development of pupils' skills and to the range of types of sources that are available to study the past. This prevents teaching and learning from being good. During the course of the inspection, pupils' tasks were graded but no examples of graded work for pupils of different abilities were found in the sample of work. However, pupils respond well and enjoy the history topics they are studying. Displays on the Ancient Greeks and John Lennon memorabilia stimulate pupils' interest in the topics that they are studying. Pupils with special educational needs make sound progress because of the effective support they are given.
- 145 Assessment is the responsibility of individual teachers who adequately summarise pupils' progress in reports to parents. Day-to-day marking is irregular and written comments for future improvement are rare.
- 146 The co-ordinator has only recently acquired the subject responsibility and additional resources have been identified as a key need in the subject. Standards of attainment in the subject are not monitored systematically by the co-ordinator. This is hindering the improvement of standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 147 Standards seen in information and communication technology are below expectations at the end of both key stages.
- 148 The school has worked very hard to develop the subject since the last inspection and there has been very good improvement. The acquisition of a new computer suite now allows all pupils much improved access to information and communication technology. There is a well-planned curriculum to support the systematic teaching of skills. Although the standards of work seen in Year 6 are approaching those expected of eleven-year-olds in word-processing and the use of spreadsheets, for example, the new systems have not been in place long enough for pupils to meet the full range of National Curriculum requirements.
- 149 By the end of Key Stage 2, most pupils have developed competent word processing skills. They enter text, edit using 'spell-check', and select different styles of text combined with graphics to improve the presentation of their work. Pupils use simple spreadsheets to simulate models and to solve problems such as working out the cost of a camping trip for a given number of friends. Pupils do not yet use information and communication technology systems to control events or to collect data, nor do they exchange information using e-mail. By the end of Key Stage 1, pupils use tape recorders independently to listen to stories, but their general understanding of the broader uses of technology inside and outside school is very limited. They enter simple text, change style and colour, and use functions such as 'bold' and 'underline' to enhance their work.
- 150 Although all pupils are rapidly developing new information and communication technology skills, opportunities for pupils to improve on their progress by using their skills to support learning in other subjects are limited. This is because resources are largely concentrated in the information and communication technology suite. The school has negotiated funding through the National Grid for Learning to install computers in all classrooms. Good use is made of the recently acquired 'interactive white board' in Year 6. This is having a positive impact on pupils' learning.
- 151 The quality of teaching in the lessons observed was good. Teachers' subject knowledge is secure and they work effectively with support assistants whose own knowledge and expertise are good. As a result, pupils' learning is well managed and this accounts for the rapid progress that they are making. Lessons are well planned, and focus strongly on specific skills. Teachers' explanations and demonstrations are clear so that pupils approach their tasks confidently. The use of resources is well planned and managed, enabling all pupils, including those with special educational needs, to practise skills individually. This helps their concentration and speeds up their learning.
- 152 The leadership and management of information and communication technology given by the headteacher is good. She has ensured the best possible provision with regard to resources and accommodation, and has overseen and implemented essential in-service training of staff. Further whole school training is planned. The headteacher has worked with a member of staff to prepare her to take over the co-ordination of the subject. The school is well set to build on the many improvements already noted.

MUSIC

- 153 Pupils, including those with special educational needs, make satisfactory progress in their learning in music in both Key Stages 1 and 2. Attainment matches that normally found at the end of each key stage. The standards found at the last inspection have been maintained.
- 154 At its best, whole school singing is good. Adults give pupils a good lead, and virtually all pupils sing eagerly and mostly in tune. At other times singing is less enthusiastic, and some pupils do little more than go through the motions, for example letting their minds wander.
- 155 By the end of Key Stage 1, pupils know the meaning of some basic musical terms such as 'tempo' and 'dynamics'. They discuss a song that they are singing about a crocodile with some interest, and make sensible suggestions about the dynamics. For example, they understand that the words 'great big snap' should be loud. They had good suggestions to make as to which instruments should be used to accompany different sections of the song.
- 156 By the end of Key Stage 2, pupils successfully classify percussion instruments into different groups and justify their choice. They use different symbols to 'compose' a sequence of sounds and accurately follow their compositions by playing different instruments in order. They sang 'Dem bones, dem bones, dem dry bones' with enthusiasm. However, they found it difficult to follow the melody as it changed key. They have a good grasp of rhythm and were mostly successful in playing a percussion instrument in a rest in the chorus despite the difficulty created by the syncopated rhythm. Pupils in Year 5 have a good knowledge of aspects of musical theory, knowing the difference between major and minor scales, and understanding that a pentatonic scale consists of five notes. This reflects their good teaching. They have a good sense of rhythm and understand the difference between rhythm and pulse.
- 157 The quality of teaching observed during the inspection was good in both key stages. This good level of teaching produces a good level of interest and concentration in pupils, most of whom enjoy their music making. Music makes a sound contribution to pupils' spiritual and cultural development. Learning in music is enhanced by some opportunities for musical experiences outside lessons. These include Christmas productions, which include music, visits from the local education authority's string quartet, and participation in the local education authority's annual junior school concert. Visits include concerts by swing bands and jazz bands. A visit to the school by an African drummer created considerable interest and contributed effectively to multi-cultural understanding.
- 158 Teachers have a sound level of subject knowledge and understanding. Teaching is supported by a commercial scheme, which underpins teaching and learning and ensures that the programmes of study of the National Curriculum are covered. A strength in both key stages is the effective management of pupils which maintains interest and concentration well. However, for pupils in Key Stage 1, one hour is a long time for concentration to be maintained. As a result, the quality of learning did not reflect the quality of teaching. The subject is co-ordinated as effectively as circumstances allow, but the co-ordinator has no opportunity to monitor teaching and learning throughout the key stages. Resources for learning are good, and the availability of instruments from other cultures has enhanced provision since the last inspection.

PHYSICAL EDUCATION

- 159 Standards of attainment are average at the end of both key stages, although there are examples of above average attainment in athletics for younger pupils in Key Stage 2 and in dance for all year groups in Key Stage 2. Pupils, including those with special educational needs, make sound progress in their learning overall in both key stages. Attainment in swimming is satisfactory with most pupils swimming 25 metres at least by the time that they leave the school. The sound standards found at the time of the last inspection have been maintained.
- 160 By the end of Key Stage 1, pupils understand the purpose and importance of warming up before engaging in physical exercise. Pupils move with reasonable control and there are examples of imaginative use of arms and legs when moving forwards and backwards. They have a good awareness of space and for the safety needs of others around them.
- 161 By the end of Key Stage 2, pupils have a good understanding of the basics of cricket. Catching and throwing skills are average, but many pupils found it difficult to master the skills of bowling over-arm. Pupils strike a ball cleanly with a round bat. Pupils in Year 3 had a good understanding of the need to warm up, and know the difference between sprinting and the need to pace oneself in a longer race. They realise that a jump from a standing start will achieve less distance than a jump from a running start, and that the use of arms will increase the length of the jump. Pupils in Key Stage 2 dance with verve and enthusiasm and considerable skill as they enjoy their choice of aerobics in the 'golden time' at the end of Friday afternoon.
- 162 The quality of teaching is sound in Key Stage 1, and good, overall, in Key Stage 2, although the quality of teaching in the dance lesson for Key Stage 2 was excellent. In this lesson, the teacher's excellent subject knowledge and understanding and charismatic leadership resulted in very good attitudes to learning, and learning of a very good quality. Elsewhere, teachers have a secure understanding of the subject, and develop skills systematically as pupils move through the key stages. Lessons are planned effectively and reflect the requirements of the National Curriculum. More opportunities could be taken to use pupils to demonstrate so that other pupils could evaluate their work, and use these evaluations to improve their own standards.
- 163 The subject is well resourced, and benefits from hard play areas and a good adjacent playing field. Learning benefits from external coaching in soccer, cricket and athletics. Pupils have the opportunity to experience competitive sport in athletics, cross-country, soccer, hockey and netball. A two-day camp enables pupils in Year 6 to experience outdoor and adventurous activities, and contributes well to pupils' social development.
- 164 The subject is effectively co-ordinated by an experienced member of staff, although she has no opportunity to monitor the quality of teaching and learning throughout the key stages. Systematic monitoring would enable the school to go on to improve its standards of attainment further.

RELIGIOUS EDUCATION

- 165 Standards of attainment in religious education meet the requirements of the Locally Agreed Syllabus of North-East Lincolnshire at the end of Key Stages 1 and 2. This is similar to the findings of the previous inspection. The agreed syllabus has only been

recently adopted by the school and is only gradually becoming established.

- 166 Pupils in Key Stage 1 have a sound knowledge of some of the important events in Christianity and Judaism. Average and higher attaining pupils understand the significance of special places, festivals, and books associated with these faiths. Year 2 pupils understood the nature of prayer and then devised their own prayer requesting help with an important facet of their lives. This provided a valuable opportunity for pupils to reflect on their lives and the nature of their relationship with a creator.
- 167 Pupils, including those with special educational needs, make sound progress in their learning in Key Stage 2 and attain satisfactory results. Most pupils develop an understanding of the main faiths of the world through themes such as Festivals and Pilgrimages. Through focused discussion, Year 3 pupils explained why Pilgrimages occurred, and then tested their understanding well by doing a 'card sort' and placing statements in the correct category. This was a particularly well-devised lesson in which pupils were challenged to think their ideas through. All pupils, including the lower attaining pupils, achieved good results as a consequence of the good teaching and stimulating activity. However, a study of the range of faiths is not present in the work of all classes.
- 168 Teachers are consistent in expecting pupils to record their learning in pictures and in writing. In the sample of work examined there was no evidence of teachers providing different tasks for the range of abilities in their classes and, whilst work was acknowledged in the written comments in marking, suggestions for future progress were minimal.
- 169 In the lessons observed however, learning objectives were made clear and understood by all pupils. Pupils were attentive during teacher explanations and when working on their independent tasks. The good quality of support from classroom assistants contributed significantly to the progress made by pupils, and the quality of teaching was good. However, in spite of the effectively planned and taught lessons, pupils have little depth of understanding of many of the issues being dealt with. As a result, the quality of learning is satisfactory while the quality of teaching is good. Resources are adequate. A small range of artefacts complements books and illustrations.
- 170 There is no systematic structure in operation to enable the subject co-ordinator to monitor the progress of pupils in the subject, or the quality of teaching and learning.