

INSPECTION REPORT

COOMB BRIGGS PRIMARY SCHOOL

Immingham

LEA area: North East Lincolnshire

Unique reference number: 117907

Headteacher: Miss U M Murch

Reporting inspector: Mr David A Hill

Dates of inspection: 24th – 27th June 2002

Inspection number: 198364

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Roval Drive
Immingham
North East Lincolnshire

Postcode: DN40 2DY

Telephone number: 01469 572584

Fax number: 01469 578302

Appropriate authority: The governing body

Name of chair of governors: Mrs V Crosby

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
03692	Mr D A Hill	Registered inspector	English Art and design Design and technology Music Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13526	Mr R Barnard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27426	Mr T Aldridge	Team inspector	Mathematics Geography History Physical education Special educational needs English as an additional language	How good are curricular and other opportunities offered to pupils?
21858	Rev J Pryor	Team inspector	Science Information and communication technology Religious education The Foundation Stage	

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located on the western fringe of Immingham in the local authority of North-East Lincolnshire and receives the majority of its pupils from the immediate surrounding area. Pupils live in a mixture of housing: council, rented, housing association and private. This area of Immingham has more recently seen some development of housing, but the pupil numbers are declining, in line with the rest of the town. There are at present 195 full-time pupils (86 boys and 109 girls) and one pupil who attends part-time. The roll has shown a small decline since the last inspection. There are five pupils of ethnic minority origin; there are no pupils whose English is at an early stage of acquisition. The percentage of pupils eligible to receive free school meals is below the national average and reflects the situation locally where both parents are in employment. Twelve pupils have been assessed as having special educational needs and, in addition, twelve pupils have individual education plans. Attainment on entry, for the majority of children, is below average in all areas of learning. The headteacher has been in post for two years and, whilst the turnover of teaching staff has been low, there has been some difficulty experienced in providing suitable cover for teachers on sick leave. Currently, staff normally working part-time have agreed to work on a full-time basis to cover for a vacancy until a suitable teacher is recruited.

HOW GOOD THE SCHOOL IS

Pupils aged seven (Year 2) achieve good standards in reading and mathematics and very good standards in writing. By the time they are eleven, they are achieving satisfactory standards in English and good standards in mathematics and science. Standards in the vast majority of other subjects are satisfactory. The quality of teaching is good overall. Pupils are keen learners, have positive attitudes and their behaviour is good. There is an absence of bullying, racism and sexism. Pupils make good progress. The community makes a considerable contribution to pupils' learning. There are good procedures in place for child protection and for ensuring pupils' welfare. This is an orderly community where pupils have good manners and are well cared for by the staff. Parents are supportive of the work of the school. The school provides satisfactory value for money.

What the school does well

- Basic skills in literacy and numeracy are taught well.
- Pupils are expected to work hard and standards of presentation are good.
- Pupils make good progress. They are managed well by the staff.
- Behaviour is good.
- The school takes good care of its pupils.

What could be improved

- Speaking skills, and practical and investigation skills in mathematics and science should be better than average.
- Overall leadership of the school with insufficient involvement by all staff in the monitoring and evaluation of teaching.
- Pupils' initiative and independence so that they are more readily able to assume responsibility for their own learning.
- The overall curriculum to be given a better balance between subjects. Some lessons are too long being over one hour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved steadily since it was last inspected in November 1997. A new headteacher was appointed in spring 2000 and, since then, there have been improvements to the provision for information and communication technology (ICT) and to the library. Some classrooms have been enlarged and it is planned to provide outdoor play facilities for younger children. The governing body is

increasingly playing a proactive role in the development of the school and knows well its strengths and areas for development. Standards in English, mathematics and science have varied and have generally shown a decline since 1998, and are now recovering to past levels remaining higher than those normally found. All pupils are now receiving their entitlement to ICT and design and technology. Teachers' knowledge and skills have been successfully developed in ICT. In Years 1 and 2, there is still further scope for improvement in design and technology. Standards in other subjects are similar but they have improved in history and art and design. In general, pupils continue to make satisfactory progress overall. The quality of teaching is similar, but teachers' use of assessment data and marking has improved. School reports are to a good standard. Changes to the special educational needs provision, in line with the revised Code of Practice, are being addressed but progress is slow. An important development has been the formation of a very active Parents' and Friends' Association.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 (age 11) based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	B	C	C
Mathematics	A	A	B	B
Science	A	A	B	B

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

The results above show that, in 2001, there has been a slight decline but results are still above average in mathematics and science. The trend in performance in English, mathematics and science subjects is below the national trend and the school targets were not achieved in 2001. This was due to a variety of factors, including pupil mobility and teacher absence. At age seven, Year 2, standards are recovering to previously high levels with well above average results in writing. The standards in English in reading and writing are generally reflected in the work of the current pupils in Year 2. Current Year 6 pupils are attaining higher than the expected Level 5 in the past two years. In mathematics, an above average percentage of pupils achieve the higher level, but a quarter of pupils are attaining below average levels. In science, standards overall are above average. Standards are improving rapidly in ICT and there are good standards in history and art and design. In the work seen in other subjects, standards are as expected. Children in the reception class make good progress and most are on target to attain the early learning goals in the six areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They are keen to come to school.
Behaviour, in and out of classrooms	Behaviour is very good at all times. No pupils have been excluded for over two years.
Personal development and relationships	Relationships are good between adults and pupils and pupils and their peers. Pupils' personal development is satisfactory but this is restricted by the limited demands placed upon them.
Attendance	The attendance rate is at the national average.

Pupils take pride in their work which is reflected in high standards of handwriting and presentation. There is an absence of oppressive behaviour and the school is an orderly community. Pupils are not given sufficient opportunity to use initiative to develop responsibility for their social activities or learning. Absence due to holidays in term time has increased and is disrupting pupils' learning, especially at the start of a new school year.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

Of the 43 lessons observed, the majority were at least of a good standard. There were two unsatisfactory lessons. The overall quality of teaching is good in English, better than in mathematics. The literacy and numeracy strategies are well understood and implemented. In numeracy, the structure of the lesson is not as clear as in literacy. The use of clear questioning is a feature of much of the teaching and lessons usually proceed at a good pace but time is not always used well. Marking is mostly to at least a satisfactory standard with helpful comments and targets for pupils to improve their work further, especially in English but not in mathematics. Teachers promote good relationships, and discipline is effective. A small minority of pupils are attaining too low a standard and expectations are not sufficiently high for these pupils. In, for example, geography, physical education and music, teachers lack confidence and knowledge. The individual education plans for pupils with special educational needs are not sufficiently detailed and are underused in lesson planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided is satisfactory overall, but there is a need to give greater attention to providing a better balance of subjects.
Provision for pupils with special educational needs	Satisfactory. Provision is made through classroom support assistants and through additional support from outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory generally, with that for pupils' moral development very good. Good opportunities are provided for learning about British heritage. Pupils are not given enough time to reflect on the wonders of life.
How well the school cares for its pupils	The overall care is good.

The school cares for the wellbeing of all its pupils. Procedures for assessing pupils' attainment and progress are satisfactory and appropriate attention is paid to their personal development. The school concentrates on English and mathematics; not enough attention is given to the other subjects of the curriculum, especially ICT, design and technology and music.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has yet to develop leadership qualities which clearly determine the educational direction of the school. The senior management team does not include representatives from Years 3-6.
How well the governors fulfil their responsibilities	Governors are developing a good understanding of the strengths of the school and areas for development. They fulfil their statutory responsibilities well and give good support to the school.
The school's evaluation of its performance	Care is taken to evaluate pupils' progress and attainment but there is too little evaluation of teaching.
The strategic use of resources	Financial planning and monitoring of expenditure are satisfactory. The budget surplus is too large and the school has been over-cautious in the

	level of surplus it is keeping.
--	---------------------------------

The school is adequately staffed with experienced and suitably qualified teachers. Accommodation is much improved but the school grounds have not been developed for outdoor play, especially for reception age children. Resources are good. The school has a sound awareness of the principles of best value and provides satisfactory value for money.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good. • The school expects pupils to work hard and achieve their best. • The school is well led and the headteacher is held in high regard. • Teaching is good. • Children make good progress. 	<ul style="list-style-type: none"> • The regularity and amount of work to be accomplished as homework. • The flow of information to parents and a closer relationship between the school and parents. • The range of extra-curricular activities.

Twenty-three per cent of questionnaires were returned. A number of parents made written comments relating to the pressure of standard attainment tests, the need for communication through regular newsletters, an increase in extra-curricular activities and a closer relationship between the staff of the school and the Friends’ of the School Association. Nine parents attended the parents’ meeting. The inspection team agreed that better communication with parents about homework and the curriculum or work to be studied would improve relationships between home and school. There are insufficient extra-curricular clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When they start in the reception class, in the year in which they are five, most children's language and mathematical skills are below those normally found. These standards contrast with the findings at the last inspection when children entered the school with skills which were good for their age and reflect the changing nature of the area from which the school draws its pupils. In the reception class pupils make good progress and, by the time they enter Year 1, most are achieving the early learning goals.
2. Progress continues to be good in Year 1 but, currently, slows in Year 2. Although the trend over the last four years to 2001 is somewhat variable, improvement is at a greater rate than that found nationally since 2000 when there was a decline in reading, writing and mathematics. This decline has been arrested with higher than average overall standards in English in the current Year 2 being higher in reading and similar in writing to those in 2001. Standards in speaking and listening in 2001 were well above the national average at Level 2, but below the national average for the percentage of pupils reaching the higher Level 3. Currently, pupils are not achieving well enough in their speaking and listening skills and they could do better. Standards in mathematics tests are similar to those expected nationally; in 2001 they were above those found nationally and indicate very good progress over the previous year. There is scope for the more able pupils to be challenged further in their writing as too few are attaining the higher Level 3. In comparison with similar schools, standards are higher than average for this age, especially in writing.
3. Pupils in Year 2, in 2001, attained average standards in teacher assessments in science. In the work seen in Year 2, standards are above average and are an improvement on last year. There is, however, insufficient emphasis being given to the development of practical investigative skills. In the past there have been significant differences between the attainment of boys and girls, with boys outperforming girls. The gap has narrowed in reading but boys' results in writing continue to be higher. In mathematics, girls perform better than boys. The school is aware of this discrepancy and analyses carefully the data associated with gender, mobility, age of pupils and special educational needs provision.
4. The teaching of English is good overall. Pupils in Years 1 and 2 make good progress in reading and very good progress in writing. Progress in speaking and listening is satisfactory but pupils' speech is not being developed sufficiently, although they pay careful attention to the needs of listeners. Most pupils are not taught to speak clearly and with confidence. Progress in mathematics benefits from the successful implementation of the National Numeracy Strategy. In mental mathematics it is aided by the emphasis placed on this aspect and the range of opportunities provided. Pupils are gaining a satisfactory knowledge of number, shape, space, measure and time, but there are too few opportunities for pupils to practise their mathematical knowledge in practical situations. The use of information and communication technology (ICT) to support learning in English, mathematics and science is not as advanced as it could be and it makes little impact on pupils' learning.
5. In general, by the end of Year 2, almost all pupils are attaining standards in line with the expectations for their age in subjects other than English, mathematics and science. These have been maintained since the last inspection with improvements to standards in history. Standards in design and technology are average but are not higher due to the lack of time given to this activity, due to other demands on the timetable. Standards in

art and design, religious education and ICT are above average.

6. Results in the National Curriculum tests in 2001 for Year 6 pupils were average in English and above average in mathematics and science. By the time pupils leave the school, an above average percentage of them are achieving the higher Level 5 in mathematics with one pupil attaining Level 6 in 2001. Overall, there are too many pupils only attaining the lower Level 3. In science, most pupils attain either average or above average levels with a very small proportion working at Level 3. Trends over the last five years, 1997-2001, indicate a decline in standards of attainment. Inspection evidence suggests that the decline has been due to three factors, the lack of a permanent class teacher for the group of pupils who were tested in 2001, as they were taught by ten teachers when they were in Year 5 due to teacher illness, an increase in pupil mobility and a more than usual number of pupils with special educational needs. However, this decline has been arrested due to good teaching, but the teaching arrangements do not aid the lower attaining pupils to improve. Often they are working with Years 3 and 4 pupils, sometimes given work that does not sufficiently take account of their age or their learning needs.
7. Teaching of writing to a very good standard is a key feature of the work in English. In addition, pupils are given good opportunities to develop their reading skills, especially through group reading activities. In mathematics, pupils develop good skills in mental mathematics and build successfully on their knowledge and understanding of number acquired earlier. In other areas of mathematics they also achieve well, although not enough importance is placed on the practical application of mathematics in everyday situations. When this connection is made, as in a good lesson on angles in Year 5 when pupils sought reasons for the importance of right angles in the construction of buildings, pupils make good progress. They made very good progress in understanding the importance of this feature.
8. The standards expected in most other subjects have been at least maintained since the last inspection with considerable improvement in ICT, largely brought about by the increased confidence in staff and the much improved provision of a computer suite. There are, however, opportunities which are being missed to develop further pupils' competence in ICT, as use of computers in classrooms is very limited. Much of the curriculum time is spent on English and mathematics, and the curriculum time given to physical education is excessive, with the result that improvement in attainment in the rest of the curriculum is slow. Importance is placed on pupils' personal development and the school is developing a scheme of work to comprehensively cover social skills, health, environment and citizenship. Standards in religious education are as expected.
9. The attainment of boys and girls at the end of Year 6 is similar in English but girls perform better than boys in mathematics and science. The school is monitoring this characteristic and is seeking reasons for these differences. The progress of pupils is being monitored, particularly through the use of non-statutory national tests, the results of which are analysed thoroughly.
10. Pupils with special educational needs are given extra support in English and mathematics. Most of the statements of special educational needs relate to difficulties with literacy. Support is satisfactory and most pupils make satisfactory progress, with good progress being made by those pupils who receive help from specialist outside agencies. There is no register of gifted and talented pupils.

Pupils' attitudes, values and personal development

11. Pupils' good attitudes to school, very good behaviour and good relationships have a positive impact on their achievements. Levels of attendance and personal development are satisfactory overall. Standards of pupils' attitudes and values have been maintained at similar levels to those described in the previous inspection report. Pupils are keen to come to school and undertake activities with enthusiasm. They settle quickly into school routines and make friends quickly.
12. Children in the reception class have settled into school well, have quickly adapted to routines and most pay good attention in lessons. Throughout the school most pupils show good attitudes to learning in lessons and concentrate well. In a small number of lessons attention and application wanes when teaching is not sufficiently interesting. This uninspiring teaching was particularly evident in Year 2. Pupils are especially keen and talk avidly about reading. Pupils take pride in their work which is reflected in high standards of presentation.
13. Behaviour is very good. Most pupils behave very well in assemblies, around the school and in the playgrounds. Pupils and parents feel no significant bullying, racist, or sexist behaviour occurs. No pupils have been excluded over the last two years, a figure well below the national average. Pupils have a good sense of fairness and are developing a satisfactory awareness of the impact of their actions on others. They show good manners but often do not understand what they are doing or saying. For example they often say, 'excuse me' automatically in inappropriate situations.
14. Personal development is satisfactory. All pupils keenly undertake a limited range of duties and responsibilities. From the earliest age they tidy up resources in their classrooms. Pupils do not show sufficient initiative both in their social activities or in their learning. Teachers do not provide enough opportunities to further develop social responsibility. For example, they are given few opportunities to reflect their feelings in assemblies or to build confidence through activities such as drama. They are asked to eat lunch in almost total silence rather than use the time for quiet social intercourse. They are unable to sit quietly and talk or reflect in the playground because of the lack of facilities. They do not show sufficient independence in relation to learning by regularly using books or computers for research.
15. Relationships are good throughout the school and good interactions between pupils and staff have a good, beneficial impact on learning. Pupils work together well in groups. Boys and girls play together well.
16. Attendance rates are satisfactory being about average for primary schools. There are few instances of pupils arriving late for school. There are very few unauthorised absences. A small but significant number of pupils take family holidays in term time. This restricts their learning especially early in the autumn term when settling in with a new teacher.

HOW WELL ARE PUPILS TAUGHT?

17. The teaching staff are all well experienced and qualified to teach primary age pupils and most have been at the school for a number of years. Due to a teacher vacancy, which has been difficult to fill, the two teachers who normally work part-time in Year 2 are working full-time, one in Year 2 and one in Year 5. In the previous academic year, the Year 5 class had ten supply teachers covering for sick leave but normally there is little staff absence.
18. The quality of teaching observed during the inspection was good overall, about the

same as at the time of the last inspection. The majority of lessons were of a good standard, particularly in Years 3-6 and in Year 1. It was very good in one in seven lessons and two unsatisfactory lessons were seen.

19. Teaching in the reception class is satisfactory in most of the areas of learning with good teaching of physical activities, and in the use of computers to assist learning, for example in sentence construction. As many of the children achieve the goals for learning expected when they move into Year 1, the teaching is usually better than that observed as shown by the children's past work. Planning is of very good quality; the well-trained classroom assistant is involved in the planning and makes a good contribution to the lessons. Children's listening, writing and reading skills are fostered well and they are gaining a good knowledge and understanding of the world around them. They listen attentively to stories and concentrate on their work, but there are times when they are unclear of what is expected of them and they take too long to start their work as they do not understand the instructions given.
20. Teachers have worked well to implement the National Literacy and Numeracy Strategies. Almost all the teaching was good in literacy and better than in numeracy, where it was satisfactory. There is no common planning format and, although planning by individual teachers is detailed, the progressive development of skills is not clear. There is good attention to the development of reading and writing skills with pupils listening carefully to their teachers, but their speaking skills are not developing to the same extent. On a few occasions, teachers do not use clear diction or standard English and are not demanding responses using correct subject vocabulary. Lesson planning opportunities are rarely being taken to include drama activities. When these do occur, pupils not only enjoy the experience but their learning is consolidated and they gain greater understanding of the topic being studied. Effective questioning at the beginning of lessons is a feature of the good teaching and ensures both good pace and the sustained interest of pupils. For example, in a very good lesson in Year 6, the teacher's careful questioning helped pupils to develop their understanding of important points when writing stories for young children. In a very good literacy lesson in Year 3, the teacher provided good models for formal letter writing which were discussed by the class. Pupils then settled to work very quickly, effectively using dictionaries and word books. The pace of learning was brisk and the expectation that the teacher had, that the task be completed within the lesson, was clearly understood by the pupils. In a lesson in Year 5, timed tasks were given to pupils to develop spelling and word meaning; this considerably added to the pace of learning.
21. The National Numeracy Strategy has also been implemented well, in the main, although the recommended lesson structure is not always evident. There is often too much time spent on introductory activities and not enough time given to the class to review their learning at the end of the lesson. Not enough attention is given, in most lessons, to the pace of mental mathematics. Sometimes lessons are too long and pupils become bored. As pupils in Years 3-6 are taught in ability classes, the needs of the pupils are not always met as there is little flexibility possible to move on to another subject. In the less successful lessons, planning does not clearly state lesson objectives and insufficient thought has been given to activities which will further extend the learning. In the best lessons, for example in Year 5, the purpose of the lesson was clearly stated and pupils were encouraged to discover various angles in the classroom and whether they were acute, obtuse or right angles. Understanding was furthered during a discussion of the importance in buildings of the right angle, with pupils questioning why 90° was called a 'right' angle. A lively discussion ensued. A well-taught numeracy lesson in Year 1 was a result of the high expectations held by the teacher, who provided pupils with challenging activities and who had a good knowledge and understanding of teaching pattern in number. Throughout the school ICT is underused to enable pupils to develop their mathematical skills further.

22. In the lessons which are less satisfactory, in geography and physical education, the planning is too brief and activities are not linked sufficiently to the purpose of the lesson. In physical education, most pupils are wasting time, as they are not actively participating in the activity, waiting for their 'turn' for too long. In geography, language used is too difficult for the pupils and there is a weakness in teachers' knowledge and understanding. Time is not used efficiently. In most lessons, the setting of homework is left too much to the individual teacher with no easily recognisable pattern established, pupils being unsure of when it is to be set. Thus homework is not being used effectively to contribute to pupils' learning.
23. Usually, discipline is well maintained and pupils are managed well. Teachers' relationships with pupils are good. Teachers use resources well and take care to include support staff in planning and evaluation of the progress of individual pupils, and in the appraisal of the success of the lesson. The majority of pupils are acquiring skills, knowledge and understanding to enable them to achieve success in most curriculum subjects, but not enough is expected of those who are not attaining average levels, for example a quarter of pupils do not attain at least these levels in mathematics.
24. In general, the use of assessment to help plan pupils' work is satisfactory. Marking is usually to a good standard, especially in English where clear individual targets are set to help pupils improve. These are used less in mathematics.
25. Teaching for pupils with special educational needs is satisfactory in English and mathematics when given extra help, but in other subjects these pupils are often set work which does not meet their needs. Support is at least satisfactory, especially when they are given extra tuition from outside agencies. However, staff are not sufficiently aware of pupils' targets. In many cases targets are not sufficiently detailed and there are too many targets to cover. Satisfactory attention is given to motivating, rewarding and praising pupils and building their self-esteem. As a result, pupils remain interested in the lesson and try hard, despite their difficulties. They are fully included in all activities. There is little evidence of ICT being used to support pupils with special educational needs or pupils in general.

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

26. The current quality and range of learning opportunities are satisfactory overall with a good range of visits to support pupils' learning outside the classroom. At the time of the last inspection, the school provided a generally broad curriculum. However, some aspects of design and technology and the need to increase the use of and improve ICT equipment were issues for improvement. ICT equipment is now much improved but some minor issues remain with design and technology. Progress since the last inspection has been satisfactory overall.
27. The school ensures that all subjects of the National Curriculum and religious education are taught. However, the curriculum does not fully meet statutory requirements as there are elements of control in ICT which have not been implemented. There are insufficient opportunities provided for pupils to develop speaking and listening skills and investigative skills in mathematics and science.
28. The length of most lessons is at least an hour and this is too long for pupils to sustain concentration and interest so that time is not used effectively. Lessons do not begin until half past nine after collective worship on most days which means actual teaching time falls short of national recommendations in Years 3-6. Pupils are required to line up in the playground and this leads to loss of time. There is a lack of monitoring of the timetable to ensure time is being used effectively and that subjects receive at least the minimum recommended time, for example in design and technology. Thus, the breadth

and balance of the whole curriculum is unsatisfactory.

29. Policies are in place for most subjects although those for music, art and design and design and technology need to be reviewed to take account of the curriculum being followed, and the physical education policy is incomplete. Although there are long-term plans for most subjects there is no curriculum overview across the school by curriculum co-ordinators. Medium-term planning consists of year group plans but learning objectives are not detailed. There is little detailed guidance and support for teachers showing how subjects are to be taught to ensure systematic build up in the development of pupils' skills and knowledge. Subject co-ordinators are not sufficiently involved in the planning and monitoring process to ensure that the requirements of the National Curriculum are properly met and covered. The use of ICT to support learning in all subjects has not been developed and this is an area of weakness as computers in classrooms are rarely used. Normal weekly subject plans are often brief and do not provide sufficient guidance as to what pupils are expected to learn, not being linked to National Curriculum learning objectives. Most do not cater enough for different ability groups and those pupils identified as having special educational needs.
30. The curriculum is socially inclusive and successfully incorporates all pupils, including those with special educational needs. The curriculum for pupils identified as having special educational needs is satisfactory. At the time of the last inspection provision was reported as being good. In Years 3-6 in literacy and numeracy, pupils are taught in ability groups. However, a few Years 5 and 6 pupils are unnecessarily repeating the same work undertaken in Year 4 in numeracy. The school complies with the recommended Code of Practice for pupils with special educational needs providing satisfactory support to meet the individual needs of pupils. However, targets are not sufficiently detailed and there is little reference to these in teachers' lesson planning or suitable tasks to meet them. Procedures for the review of pupils' progress are now in place. Four pupils in need of additional external help receive good support. All pupils identified as having special needs are fully included in all aspects of school life. The special educational needs policy has recently been updated to take account of new regulations and provides good guidance which now needs to be fully implemented.
31. The school gives high priority to developing basic skills in literacy and numeracy. The National Literacy and Numeracy Strategies have been introduced and both are soundly established. Strategies for teaching basic literacy are good and the school has adopted the national literacy guidance. The literacy teaching does not provide enough opportunities to develop pupils' independent writing skills in their work in other subjects. Strategies for teaching numeracy are satisfactory. The school has not adopted the suggested planning formats for teaching literacy and numeracy. This failure leads to a lack of consistency, clarity and focus in medium-term and weekly planning and makes it difficult to monitor coverage of the National Curriculum requirements.
32. Provision for equal opportunities is satisfactory. Girls have performed better than boys in mathematics in the national tests in past years but the gap has narrowed in 2001. Pupils work together well, regardless of ability or gender. The few pupils of ethnic origin integrate well and there is no hint of racism or sexism. The curriculum for pupils with special educational needs has some shortcomings because individual education plans are not comprehensive. All pupils can study all subjects of the curriculum. In general, the curriculum is sufficiently challenging for most pupils, but insufficient demands are made on the less able, especially in mathematics. This is partly because of the teaching arrangements.
33. Provision for extra-curricular activities is satisfactory overall but there are insufficient clubs. Although there is football for boys and girls, a Unihoc club and a computer club is in the process of being established. There is a lack of regular activities during and after school and this is an area recognised for development by the school. There are

occasional sports meetings with other schools but no regular fixtures. Thus pupils do not have opportunities to excel, for example in art and design, music and physical education. There is a good range of educational visits out of school linked to the curriculum, for example, Years 1 and 2 pupils visit Humberside airport, and Years 3 and 4 pupils visit Eden Camp and the Jorvik Viking centre in York

34. Provision for pupils' personal, social and health education (PSHE) is satisfactory overall and there are plans to develop this further in the next academic year with the appointment of a PSHE co-ordinator. There are insufficient opportunities for social education and the involvement of pupils in the decision making of the school. Sex education is taught through the science curriculum and there are plans for more specific teaching for the Year 6 pupils when the policy is reviewed next year. The local police help with the teaching of drug misuse for Years 5 and 6 pupils.
35. There are good links with the local community and local businesses and these contribute well to pupils' learning. The community police officer visits most classes during the year and assists with drug education, road safety and bullying and the representatives from the local fire brigade visit to talk about fire safety. Regular visits are made to the local churches, Immingham museum and within the local area. Good links have been established with local industries and pupils are involved in waste recycling and planting trees and flowers in Coomb Brigg Woods. Years 5 and 6 pupils make good use of the opportunities offered by the Internet to undertake research into environmental issues and in design and technology.
36. Relationships and links with other educational establishments in the area are satisfactory. There are good links with the local play group. However, there are few regular opportunities for pupils to meet with those from other schools to enrich curricular and personal and social opportunities. Opportunities for subject co-ordinators to meet regularly with colleagues from other schools to share knowledge and expertise are infrequent. Links with secondary schools, to which pupils transfer at age eleven are developing so that transfer procedures can be as easy as possible.
37. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.
38. The provision for spiritual development is satisfactory. Daily acts of worship take place and these ensure that legal requirements are met. However, these do not always contribute sufficiently to pupils' spiritual development. There is often little time allowed for reflection or pupil participation. Although music is played, no reference is made to it and it is not used effectively to create atmosphere when entering and leaving. Seating arrangements are very formal and do not contribute to collective worship being a special occasion. There is no whole school approach to planning or monitoring of acts of collective worship to see what is successful. All staff are not involved in the planning and do not attend so that they are unable to develop links back in the classroom. In lessons, opportunities to develop pupils' spiritual awareness through reflection on what is enjoyable and what animates them in subjects such as English, science, art and design and music are often missed and there is no specific planning to include a spiritual dimension. There are limited displays of artefacts from other faiths and few examples of art or literature with captions to encourage thought, appreciation and understanding of human feelings and emotions. Details of parents' right of withdrawal from religious education and collective worships are clearly to be found in the school brochure but no parents take this option.
39. Provision for moral development is good and this is reflected in the level of good and very good behaviour seen during the inspection. Staff consistently promote the principles, which distinguish right from wrong, fairness and honesty, and a clear moral code as a basis for behaviour. However, pupils have little opportunity to be involved in

setting school rules which are very much decided by staff. Although good behaviour and work is rewarded by team points in lessons, there is no whole-school approach as to how they are awarded or pupils' achievements celebrated. Pupils have few opportunities to reflect on the part they play in making the school a friendly and supportive community during collective worship. All adults provide very good role models. Information from the parents' survey shows that they agree that behaviour in the school is good.

40. The provision for pupils' social development is satisfactory overall. The majority of Years 3-6 pupils have few chances to take responsibilities and develop leadership, initiative and independence in preparation for citizenship. For instance, they are not used sufficiently to monitor behaviour in corridors, act as telephone monitors or help with younger pupils. In lessons, there is an inconsistent approach to involving pupils in the day-to-day routines and providing opportunities to help and show initiative. There is no school council and the school acknowledges that there are few opportunities for pupils to take an active part in the school's decision-making process. Teachers provide limited opportunities for pupils to work together in lessons to develop social skills further as in most activities pupils work on their own. Opportunities for social interaction at lunchtime are also curtailed as pupils are expected to eat in silence which is abnormal. There are no residential visits and few inter-school sporting and musical activities for pupils to develop personal and social skills outside of the classroom. Regular fund raising takes place and pupils are involved in a recycling scheme and the development of Coomb Brigg Woods.
41. Provision for pupils' cultural development is satisfactory overall because, although good opportunities are provided for them to learn about the British heritage, there are limited opportunities for them to appreciate the richness and diversity of other cultures. Through lessons and visits to museums and other places of interest, pupils gain valuable first-hand cultural experience and understanding of the local area and British life. For example, in history they learn about some of the important cultures and events in the past through studies of the Aztecs, Vikings (visiting the Viking Jorvik Centre in York), life in Tudor Times, the Victorian Era and the Second World War. There is a sound range of planned visits from musicians, writers and theatre groups to extend cultural awareness of other countries and provide opportunities for pupils to participate in literature, drama, and music. However, through the taught curriculum, pupils have limited opportunities to learn about the diversity of cultures in this country and around the world. Displays, stories, religious education, art and design and music do not make a significant contribution to pupils' wider understanding of non-western cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Pupils are well cared for. Standards have been maintained since the previous inspection. The school takes particularly good measures to settle pupils into school life and staff are sensitive to the needs of individual pupils. The good level of pastoral support allows pupils to be content and develop good attitudes to learning. Monitoring of personal development is satisfactory.
43. Procedures and teachers' awareness to child protection are good. The headteacher rightly recognises the importance of regular training and reminders in alerting staff to potential issues. Health and safety procedures and monitoring are also good. The school identifies potential hazards well. First aid, medical and accident procedures are to a good standard.
44. The school's policy and procedures on behaviour are good. Not all staff are applying the policy consistently. On occasions some are too authoritative such as in the dining room or when pupils re-enter the school from break and lunch. Potential serious issues are

dealt with very well and parents and pupils feel confident that the school handles issues such as potential bullying very effectively. Any incidents are monitored and recorded carefully.

45. Procedures for monitoring and promoting attendance are satisfactory but the school misses opportunities to discourage parents from taking their children on holiday in term time.
46. Assessment procedures for the purposes of ascertaining attainment and progress are improving. Procedures for monitoring pupils' academic progress are in place but the policy is out-of-date. New tests are in use and are in the process of further refinement. For example, non-statutory Qualification and Curriculum Authority (QCA) tests are used for English and mathematics, but these tests are not mentioned in the policy. Some tests used are out-of-date, especially the reading tests. It is the co-ordinator's intention to replace these with tests so that they should be of more use for monitoring progress. Children are assessed on entry to the reception class. This shows that the composition of children entering the school is changing to more with below average levels. Throughout the school, data is being collected and analyses made but it is not having a satisfactory effect on guiding curriculum planning.
47. The school places great importance on teachers' marking of pupils' work. In most classes this is of a good standard, especially in English. Marking of mathematical work is less helpful for pupils to improve their work as pupils are not given guidance on how to improve further. There is some variation in the quality of marking between different lessons and this makes it difficult to establish respective subject standards.
48. There are shortcomings in the school's procedures for identifying pupils with special educational needs. Assessments in English and mathematics are undertaken for all pupils and the results are used to identify pupils with learning difficulties. Not all teachers and support staff are fully aware of pupils' targets or consulted at the review stage. Some pupils identified as having special educational needs do not have current individual education plans. Those available are neither sufficiently detailed nor provide manageable targets. Teachers' planning does not usually refer to individual education plans. Support for pupils with learning difficulties is satisfactory; there is good support for those with behavioural difficulties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership with parents is satisfactory. This is similar to the position reported at the time of the last inspection. Views given by a small number of parents in the pre-inspection meeting and parental questionnaires are mixed. They feel their children like school; they make good progress, and behave well. They feel the teaching is good and praise the leadership and management of the school, the standards of care and the ethos of the school. Inspectors agree with most of the parents' positive views although they feel they are over optimistic in relation to progress, leadership and management. A number of parents questioned the amount of homework, wanted more information on how their child is getting on, felt the school should work more closely with parents and provided insufficient extra-curricular opportunities. Inspectors feel that the school provides parents with insufficient information about homework, satisfactory information on their children's progress through annual reports and regular consultation sessions and satisfactory encouragement to be involved in their children's education through newsletters and an 'open door' policy. Newsletters include no information on the curriculum or work to be studied, or how parents can help their children. Reports do not provide parents with helpful information on specific areas for future development. Inspectors agree that extra-curricular clubs are insufficient although this is compensated somewhat by a wide range of visits.

50. Parents give satisfactory support to their children's' learning. Many support homework and encourage their children to read at home. The great majority ensure the regular and prompt attendance of their children, although too many take their children on holiday in term time. A few provide valuable help in the classroom, and the Friends' Association provides valuable financial support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher has been at the school for just over two years. A key issue of the last report was that governors were insufficiently involved in the life of the school and a need was identified to work more closely with parents. These areas have been developed successfully by the headteacher, but strong enough leadership in determining the educational direction of the school is not being provided. The senior management team only consists of the headteacher and her deputy, who meet frequently, but this team has mostly experience with reception and infant age pupils. There is a clear need to strengthen the senior management team to represent more fully the range of provision of the whole school. At present, staff for Years 3-6 feel their views are not clearly represented within the senior management team. This view is compounded by the fact that whole-school staff meetings are only held approximately every three weeks, with staff feeling they have insufficient influence on decisions taken. The headteacher and deputy are keen to promote high standards, giving praise and encouragement to pupils at the achievement assemblies. However, the significance of the awards is diminished because all staff do not attend.
52. The school development plan is a comprehensive document and the governing body is kept informed of progress towards identified priorities on a termly basis through the joint review and monitoring committee. There are seven areas of the life of the school to which the development plan is addressed. The extent of these places a heavy burden on staff with the result that progress of any development is slow. For example, there is, as yet, no suitable outdoor play area for reception children with basic play equipment, this project being scheduled for completion by July 2003, having commenced in May 2002. In the review of the development plan 2001-2002, it was noted that further development in art and design and design and technology schemes of work was needed but this does not feature in the current plan. The structure of the plan is good but there are too many initiatives, some not being followed through, and, as there is no long-term strategic plan, it is difficult to see how the process to improve the quality of education provided is to be addressed.
53. The headteacher is not only the educational leader of the school, but carries other responsibilities, including acting as the special educational needs co-ordinator. She also has subject responsibilities for music, art and design, design and technology and physical education. This is too heavy a load, further diverting attention from the overall needs of the school. Delegation of other subjects of the curriculum to the staff has taken place but they feel unable to develop their roles and responsibilities. They are not given time to observe teaching of their subject nor to teach alongside others as a means of furthering expertise and good practice. Some subject policies require updating and schemes of work are required which contain guidance on subject teaching. Most co-ordinators do not have an overview of their subject across the school so have minimal impact on standards or quality of teaching. Performance management is in place and will move to the next stage during the forthcoming academic year.
54. The governing body is fully aware of its responsibilities which it is developing well. A number of sub-committees have been formed in order to monitor current developments and where further developments are required. In these ways governors are gaining a clearer insight into the strengths and weaknesses of the school. In this evaluation, parent governors are playing an increasingly important role with the first-hand knowledge of the work in which their children are involved. The role of governors in

specific areas of the curriculum, for example in literacy, numeracy and special educational needs provision, needs to be more explicit.

55. Special educational needs provision has still to be developed in line with new requirements. The current co-ordinator, the headteacher, has had no training and this needs to be addressed. The present documentation does not give enough detail of dates and extent of need and is, therefore, less useful for tracking the progress of statemented and non-statemented pupils. Liaison with outside agencies is good, especially with the language specialists and behavioural support services.
56. Financial planning and monitoring of expenditure are satisfactory. The headteacher and governors have a clear understanding of the impact that the reduction of pupil numbers have on the management and planning of the budget. Financial planning takes careful account of known commitments, resource implications of school development planning and flexibility in relation to pupil numbers. Cautious budget setting and control over a number of years has led to the school having a budget surplus, which is too large. Plans to spend a proportion of this in the current financial year on accommodation works are good. The school is over-cautious in the level of surplus it is keeping to offset the predicted reduction in numbers on roll. Funds for pupils with special educational needs are used to meet their needs. Day-to-day administration and financial management is satisfactory. The latest auditors' report was critical, with a number of points requiring attention. The school has dealt adequately with the recommendations. Staff have yet to have time to fully make use of the recently introduced office computerised finance system. The school has a sound knowledge of the principles of best value.
57. The school is adequately staffed with experienced and suitably qualified teachers, and there is good provision of classroom support assistants. They are keen to develop their expertise and attend appropriate courses at the local college of further education. There has been some disruption due to long-term sickness, which has had a negative impact on the consistency in pupils' progress. Opportunities for staff training need to be reviewed with more use made by staff of courses offered throughout the area. Administrative support is very good and ensures that the headteacher and teachers spend the minimum amount of time on administrative duties.
58. Accommodation has been improved since the time of the last inspection with previous inadequate classroom space much enhanced. In addition, the completion of the computer suite and library this year is proving beneficial in raising standards. Resources are of good quality, being well maintained and easily accessible. The school is kept to a high standard of cleanliness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governors, headteacher and staff should:
 - (1) Raise pupils' attainment in:
 - speaking and listening skills; *
 - information and communication control technology; *
 - physical development for young children; * and
 - practical activities and investigative skills in mathematics and science by:
 - giving pupils the opportunity to develop their speaking skills in formal and informal situations to various audiences;
 - extending their knowledge, skills and opportunities in the development of the use of control technology;
 - putting in place the plan for the outdoor area in reception and Years 1 and 2;
 - ensuring that pupils are given sufficient opportunities to practically

apply their mathematical skills and to pay greater attention to the practice of investigative skills in science.
(Paras: 21, 27, 29, 60, 65, 69, 76, 77, 86, 115)

- (2) Give stronger leadership in the general direction of the school by:
- strengthening the senior management team, enlarging it from the present team of two to three;
 - delegating and providing greater opportunities for teachers to fulfil more effectively their roles and responsibilities for subjects within the curriculum, giving them time to carry out their duties especially in monitoring and evaluating teaching and learning in their subject responsibilities;
 - making greater use of outside agencies to develop the work of the school as a whole.
- (Paras: 36, 51, 53, 106, 112, 117, 134)
- (3) Establish a regular view of the whole curriculum in order to:
- develop a whole-school curriculum plan;
 - allocate lesson time to subjects to provide a broad, balanced and relevant curriculum for all;
 - make sure that time is being used effectively;
 - provide opportunities for pupils' enrichment through extra-curricular activities;
 - update all schemes of work.
- (Paras: 20, 22, 28, 30, 33, 105, 119, 128)
- (4) Further develop pupils' self-initiative and independence by:
- providing Years 3-6 pupils with opportunities for assuming responsibility for their own learning and social development; *
 - giving them greater opportunities to further their understanding of life in a multicultural society and as a citizen in the community.
- (Paras: 14, 29, 31, 38, 40, 41)

Minor issue

- Implement fully the recommendations of the revised Code of Practice.
(Paras; 30, 55)

* *These are included in the school development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	17	18	2	0	0
Percentage	0	14	39	42	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	16	16	16
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (93)	100 (86)	100 (90)
	National	84 (83)	86 (84)	81 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	12
	Girls	16	15	16
	Total	29	28	28
Percentage of pupils at NC level 2 or above	School	97 (86)	93 (90)	93 (90)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	14	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	18
	Girls	13	11	13
	Total	28	25	31
Percentage of pupils at NC level 4 or above	School	80 (86)	71 (89)	89 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	21
	Girls	11	11	14
	Total	25	27	35
Percentage of pupils at NC level 4 or above	School	71 (79)	77 (82)	100 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	161
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.5
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	203

Financial information

Financial year	2001/02
----------------	---------

	£
Total income	459,501
Total expenditure	464,087
Expenditure per pupil	2,368
Balance brought forward from previous year	76,316
Balance carried forward to next year	71,730

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)0	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	6	2	0
My child is making good progress in school.	60	36	2	2	0
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	30	47	19	2	2
The teaching is good.	57	40	2	0	0
I am kept well informed about how my child is getting on.	32	47	13	4	4
I would feel comfortable about approaching the school with questions or a problem.	64	34	2	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	30	47	17	2	4
The school is well led and managed.	45	51	0	0	4
The school is helping my child become mature and responsible.	55	40	2	0	2
The school provides an interesting range of activities outside lessons.	15	30	23	13	19

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

60. The children, who are usually keen to learn, enter the reception class of the school, which provides the Foundation Stage of education, in the September of the year in which they reach the age of five. Their levels of attainment in the six areas of learning are generally below that expected of children of that age nationally. As a result of the consistently competent teaching they receive from all the staff involved with this class, they make good progress. By the time they move into the next class they are achieving most of the nationally expected early learning goals, and are generally ready for the national curriculum subjects which start in Year 1. The school has maintained these standards since the last inspection, though it has not yet rectified the need for the ready provision of outdoor play.

Personal, social and emotional development

61. The pupils quickly settle into a routine of work. They learn to play well together and to listen carefully. However, they do not speak as readily and with confidence in class, and to each other, as their other achievements in language work would suggest. They change for physical activities quickly and with little fuss. They settle to work and, during the afternoon activity sessions to play, with enjoyment and interest, generally persevering with activities until they are completed or they are told to stop. The children behave well but there is less emphasis on them thinking why they should do so than is usually found. They very readily help to clear up the sand and water in the play area when the session is finished. The well-planned and managed lessons and the consistency of approach by all the staff make for teaching that is always satisfactory and sometimes good so that the children's achievement in this area of learning is overall good, though the diffidence in speaking continues throughout the school.

Communication, language and literacy

62. The regular, good teaching of this area of learning results in a good level of achievement in reading and in writing skills. The suggestions for the reception class contained in the National Literacy Strategy are used as a basis for planning. The children enjoy stories and songs and join in with increasing confidence. They use books carefully, and achieve well in their progress towards reading. The staff pay great attention to the development of reading, and children are heard regularly and frequently. Consequently, most of them read a range of common words and simple sentences with confidence by the end of the year. This careful attention to language also ensures that many write their own names as well as simple sentences by themselves, relating what they write to their own experiences, such as a visit to an airport, or to things they have been told, such as the exploits of Barnaby Bear. Spoken language is slower to develop partly as a result of the impact of planning in which the opportunities for conversation between children, and with adults, and in self-chosen play are limited to particular times of the day and by the proximity of other classrooms and noise levels.

Mathematical development

63. The teacher bases the well-planned sessions in which mathematics is the focus on the suggestions contained in the National Numeracy Strategy. This approach leads to a satisfactory development of number recognition. Most of the children recognise and use numbers up to nine with confidence, they add one more on, and take one off with some success. They recognise simple two and three-dimensional shapes. This knowledge is re-enforced, for example, in a music lesson when the collections of

instruments to be used by the children were identified by a cone, a cylinder and a cube, and played when the teacher held them up. The children use mathematical expressions such as 'more than' and 'less than' and 'longer or shorter' accurately. Achievements in mathematical knowledge and understanding are clearly in line with the expectations of the early learning goals.

Knowledge and understanding of the world

64. Imaginative teaching and the enrichment of their opportunities for learning about their world through visits from people, such as a librarian or the local clergy, as well as visits to the local airport or toy museum lead to good levels of achievement for the children in the Foundation Stage year. The children are also included in the special subject days, such as the musical fun afternoon for the Jubilee, and art and book days. The work planned for this area of learning is linked to the topics in science, history and geography planned for Years 1 and 2. These include looking at the school and how it fits into the neighbourhood, or how everyday things like kitchen equipment or toys have changed over time. They join in celebrations and about the special books that are important in religions. They follow the exploits of Barnaby Bear as he travels round the world, and consequently are familiar with geographical terms such as an island, even to the extent of recognising the shape of Australia. They are benefiting from the recently introduced ICT suite, and are developing their skills with computers well, so that they achieve standards clearly in advance of what is expected at the start of Year 1. The well-planned and managed teaching of this area supports this good progress.

Physical development

65. The staff make good use of the facilities currently available for physical activities. The children learn to move safely, and in a variety of ways, skipping and running around the hall. They enjoy matching movement to music imitating the growth of living things. The lack of available opportunities for using large-wheeled toys out of doors identified in the last inspection has not yet been rectified, and the children's physical development in this respect is inhibited. The school's development plans do include this issue and have this as a priority. The children develop skills with tools well, they cut and stick carefully and with satisfactory levels of accuracy as they construct objects they have planned out of card, wood and found objects such as boxes. They design and make vehicles for carrying 'Action Man' or 'Barbie' with care and pride. Some still find colouring in, using crayons within guidelines, hard to achieve successfully. Most achieve the levels expected of five-year-olds in the early learning goals for physical development because of the satisfactory teaching they receive.

Creative development

66. The good teaching of creative activities, and the support the children receive in learning to express themselves, in painting or drawing, making music, dancing or pretend playing, are always competent and sometimes good. Most children make good progress in this area of learning and achieve the early learning goals by the time they are aged five. They draw with confidence, and some children make accurate representations of, for example, seashells in crayons matching both shape and colour. They copy designs from the work of non-European cultures, linked with the travels of Barnaby Bear. In the play area they dress up and devise games with each other pretending to be travellers in an airport. They make music using a good range of percussion instruments, such as cymbals, shakers and rattles, playing well together to accompany an aboriginal Australian story, and with a sound sense of rhythm and time.
67. Good features of the teaching in the Foundation Stage are the effective co-operation between the teacher and the assistant staff, and the integrated planning of the work. Each area of learning supports other activities, and the work done in the Foundation

Stage is clearly designed to prepare the pupils for the National Curriculum which follows. Good support is provided for pupils with special educational needs and they make satisfactory progress. The staff inspire the children well, and generally control them effectively. This level of control results in some lack of opportunities for independent thinking and choice of activities as the children are prepared for the work in the rest of the school.

68. The staffing of the Foundation Stage and the quality and quantity of the resources supplied meet the needs of the curriculum, with the exception of the facilities for outdoor play, the lack of which is being addressed. The effective delivery of this stage of the children's education ensures that they make good progress, achieve what is expected of them and make a good start in their schooling. All pupils, both boys and girls and whatever their levels of prior attainment, achieve these expectations.

ENGLISH

69. Standards in the national tests for pupils in Year 2, when compared with all schools nationally, are above average in reading and well above average in writing. Standards in national test results for Year 6 pupils in 2001 were average and showed a decline over previous years. When compared with similar schools, the results for eleven-year-olds were average, those for seven-year-olds well above average in writing and above average in reading. The decline in the results for eleven-year-olds is partly explained by a high pupil mobility factor and, when in Year 5, these pupils were taught by ten different supply teachers over the year. Inspection findings indicate that the decline has been reversed and that Year 6 pupils are attaining above average levels in reading and writing. Speaking skills are not well developed and are below average. Pupils are not given sufficient opportunities to develop these skills, both in class and to a wider audience, for example in assemblies. Targets set in 2001 for English in Year 6 were not achieved and have been revised downwards for 2002. Year 2 boys have performed better than girls, but by Year 6, there is no significant difference between the performance of boys and girls. Teachers' assessments are broadly in line with test results for seven-year-olds and are above average for eleven-year-old pupils. For eleven-year-old pupils, standards in teachers' assessments are lower than test results. Achievements indicate some improvement since the last inspection, especially as the majority of children now enter the school with below average language skills, whereas skills on entry at the time of the last report were good for their age.
70. Progress in reading in Years 1 and 2 is good. Pupils are attaining a good understanding of letter sounds and their word building and word recognition skills are better than average. Reading books offer appropriate levels of challenge and cover a range of interests. Several reading schemes are used and teachers take care to make sure that pupils are given reading books to take home which will assist in their progressive development of reading skills. The home/school reading record book, used in Years 1 and 2, does not have space for comments. This omission is recognised by the school as being unsatisfactory and is to be replaced by a common home/school reading record to be used throughout the school. By the end of Year 2, most pupils have a good awareness of phonics and are able to recognise increasingly complex words.
71. Years 3-6 pupils make good progress and, by Year 6, many have advanced reading skills and are able to cope with adult text. They are able to find information from reference books and can read text from the Internet. Some very good examples of this were observed in Year 5 when pupils read amended texts relating to geographical regions which they had studied. Reading is being aided by the very well organised selection of books in the library, where stock control is being computerised. Success in reading also stems from the group reading activities which regularly form part of the literacy lessons. These are well organised, teachers using texts which promote interest and challenge. Pupils enjoy reading, but a characteristic when they read aloud is that

too few are able to interest the listener for periods of time as most use a rather flat tone without sufficient cadence or use of punctuation to aid their reading. This is partly due to the fact that speaking skills are not given sufficient prominence by teachers. Most are able to recall clearly the story, predict what might happen next and know the elements of a book, author, content, publisher, glossary and review. Almost all pupils use their reading records well and write and illustrate their own book reviews in an interesting form. Reading at home is well supported by parents.

72. Progress in writing is good in Years 1, 2, 3 and 4 and very good in Years 5 and 6. Pupils in Year 1 write extensively and independently using word books to correct their spelling. The best writing is when pupils write from direct experience, for instance about the recent visit to Humberside airport, or when they enacted a wedding day at the local church. Most are writing simple sentences with careful use of adjectives. The difference between above average pupils and the rest of the class (about one-third) is in the quantity of work produced. Quality is similar except for the small number of pupils who find writing conventions difficult as they do not understand the various sentence constructions. By Year 2, pupils' handwriting is clear and well formed with a majority of pupils using joined handwriting. Many write independently and show a good sense of being able to develop a story line and achieve a satisfactory conclusion. All pupils are making good progress, especially the average and below average pupils and most will achieve at least average levels, with an increasing number achieving above average levels.
73. Pupils in Years 3-6 are taught by ability, the majority of pupils in Years 3 and 4 in two sets, with Years 5 and 6 pupils in another two sets. However, there are a few older Years 5 and 6 pupils working in the 'lower' groups. This practice has led to unevenness of provision and, in the case of the least able pupils from Years 5 and 6 who work predominantly with Years 3 and 4, there is a danger of a lack of self-esteem.
74. Years 3-6 pupils are increasing their knowledge of punctuation, comprehension and grammatical structures and are writing fictional and non-fictional texts to at least an above average standard with half the Year 6 pupils writing to the higher than expected Level 5 standard.
75. Some good writing by Year 3 pupils resulted from a visit by a local author. The teacher had provided them with models for formal letter writing and the pupils responded enthusiastically, especially when it was suggested by a pupil that they write to the author. This was accepted by all. From work sampled, it was evident that the pupils have been involved in writing for different purposes and audiences. This has shown considerable improvement over the school year, particularly in spelling linked to a dictation exercise. The work is successfully extended in Year 4 although there is less writing from experience and imagination and more grammatical and comprehension exercises. Although there is a range of writing, this is not developed sufficiently. However, pupils are learning to present their writing effectively, especially through the merging of text and illustration. Pupils in Years 5 and 6 are making very good progress in writing. By definition, pupils in Set 1 (the top set) are achieving higher standards but there is little difference between the top two sets. Of particular note is the very good use of the Internet and word-processing skills by Year 5 pupils who have produced some interesting accounts of environmental issues. Year 6 pupils are currently writing books for younger pupils. In this they are developing an awareness of audience and insights into the kind of stories young children enjoy most. Pupils work in pairs, discussing their ideas which they then use to outline the structure of a story. In discussing literature they gained the idea of the importance of a story having a message. ICT skills gained earlier, such as word-processing and illustrations from the Internet, are put to good use when compiling an illustrated page of the story. Poetry writing is less well developed.

76. Speaking skills are not developed as well as writing or reading skills. The pupils listen attentively to each other and to their teachers but they are given insufficient opportunities to develop their speaking skills and there is not enough emphasis on helping pupils to gain confidence and increase their ability to adapt speech for a range of purposes and audiences. There is little evidence of drama being used, although parents spoke highly of the annual Christmas drama production. Pupils are not especially encouraged to participate orally in school assemblies, and the practice of pupils eating in silence at lunchtime does nothing to help them learn to converse in social gatherings. Teachers do not always correct pupils' use of spoken standard English with the result that some Years 5 and 6 pupils are not able to communicate more complex meanings effectively, their speech often lacking elements of exaggeration and variation of pace to keep the interest of the listener.
77. The quality of teaching is good overall and often very good. It is never less than satisfactory. Lessons which are satisfactory contain all the elements of good teaching but teachers' own verbal skills do not model subject vocabulary precisely and are not requiring pupils to use the language introduced in lessons in their responses. The literacy strategy has generally been implemented well and, as a result, lessons are usually well structured, but formal lesson planning is left too much to the individual teacher and needs to be regularised to avoid confusion and to aid progression. Ability grouping needs to be reappraised and, while higher standards are being achieved, lower ability pupils do not have sufficient encouragement to improve. Higher attaining pupils are being suitably challenged in all classes regardless of the organisational structures. Pupils with special educational needs are supported well, usually by a classroom support assistant who has been well briefed. Some support assistants have undertaken specific training in teaching literacy skills to these pupils and results in teaching which is of very good quality. Marking of work is usually to a good standard with help given to pupils on how to further improve. Reading records are satisfactory and should be improved when pupils in Years 1 and 2 adopt the new home/school record. Assessments are carried out regularly and in Years 3, 4 and 5 QCA tests are used with results being analysed carefully, lesson plans altered and pupils' progress noted.
78. The subject has been satisfactorily led by the present co-ordinator for a considerable period of time. She has responsibility for the library, in addition to duties associated with the teaching of literacy and in monitoring its effectiveness. She has successfully developed the library, which is an excellent facility. The well-informed library support teacher is making the area interesting and exciting with displays of pupils' work and artefacts displayed to support books on various themes and topics. Apart from speaking and listening skills there are two further weaknesses which require attention. The co-ordinator has not been given an opportunity to observe and teach alongside other teachers although non-teaching time is planned for the forthcoming autumn term. In addition, her role is not across the school as a whole, but confined to Years 3-6. The result is that there is no comprehensive view held by the co-ordinator of the quality of English work across the school.

MATHEMATICS

79. Results of the national tests in 2001 show that standards at Year 2 were above that found nationally, which was much better than the previous year. At Year 6, national test results show that standards were above the national average, and above the average for similar schools. Standards were not quite as good as in 2000 when they were well above. Girls performed better in the tests than boys at age seven and eleven.

80. Inspection evidence shows that the standard of the current group of Year 2 pupils is similar to that expected nationally and that they make satisfactory progress. Achievement has been satisfactory since Year 1. Standards of the current Year 6 pupils are above those expected nationally with about one third working at the higher level. Throughout the school, most pupils, including those identified as having special educational needs, achieve satisfactorily because of the sound support they receive.
81. Improvement since the last inspection has been satisfactory overall. The National Numeracy Strategy has been satisfactorily implemented and the quality and quantity of equipment has been improved to provide for this. Annual and termly assessment procedures are used well and the results are soundly analysed to group pupils by ability. However, standards in tests have fallen a little over the last three years from well above average to above average.
82. By the end of Year 2, standards of work seen in books and from talking to pupils are similar to that expected nationally in number, shape, space and measures. The majority of pupils have satisfactory mental mathematics skills because of the sound opportunities provided. They understand number values with the more able pupils working with hundreds. Most pupils count confidently at least to 100 in steps of 2, 5 and 10, recognise odd and even numbers and identify halves and quarters of shapes and simple amounts. They learn methods for doubling and halving numbers with more able pupils working in hundreds. Lower ability pupils work comfortably with numbers to 50, counting in 2's and 5's. More able pupils successfully add tens and hundreds to a given number. Most recognise and use coins to £1 in shopping activities and are able to change pence to pounds and pounds to pence. They recognise and know the names of regular two and three-dimensional shapes and are developing their measuring skills well through a range of activities.
83. By the end of Year 6, standards of work seen are above that expected nationally in number, shape, space and measures and handling data because over a third of the year group, are working at the higher level. Pupils have developed good skills in mental mathematics and use strategies well to work confidently with numbers in hundreds and more able pupils with much higher. Most have a good grasp of number values and of the four number operations and can halve and double large numbers. They complete written calculations confidently involving multiplication and division of three-digit numbers by one and two-digit numbers. The majority of pupils correctly order fractions and understand the link between equivalent fractions, percentages and decimals. More able pupils use this understanding effectively to solve problems involving fractional parts of numbers and measures. Most pupils find perimeters and areas of regular and compound shapes with more able pupils using a formula to calculate these. They use co-ordinates successfully to locate position and rotate regular shapes. Pupils have a sound grasp of common weights and measures and time using both analogue and digital clocks. In data handling activities they successfully interpret line and block charts and the more able understand the meaning of mode, median and mean.
84. Throughout the school, relations are good and pupils work well showing good concentration and perseverance. The vast majority of pupils enjoy mathematics and are enthusiastic which results in positive attitudes and good behaviour.
85. The quality of teaching and learning, from lessons seen, talking to pupils and looking at pupils' work and displays, ranges between satisfactory and good. It is satisfactory in Years 1 and 2 and good in Years 3-6. Where teaching is more successful, teachers clearly share the purpose of the lesson with pupils so that they are aware of what they will be learning and what is expected, which creates interest and awareness. Most teachers have at least satisfactory subject knowledge and the numeracy strategy is soundly established in the school's practice although there are weaknesses in planning. The three-part lesson structure is not well established in a few lessons and

the initial mental activity does not provide sufficient challenge. Sessions are not always delivered with sufficient pace and not all pupils are involved. In the main part of the lesson, teachers usually manage their pupils and resources effectively. However, sessions, which are at least an hour, are too long which means pupils become restless and lose interest and there is a lack of clarity and pace of learning. Ability sets in Years 3-6 mean most activities are more closely matched to the needs of pupils. However, the practice of Year 6 working alongside younger pupils in Years 3 and 4 is in need of review as this leads to low esteem and aspiration for them. Lessons usually end with a review of what has been learnt when pupils are given the opportunity to explain their thinking and discuss what they have been learning. These are often too short or do not take place and pupils are not given sufficient opportunity to explain their thinking.

86. Throughout the school, teachers provide insufficient opportunities for pupils to use mathematics involving real life problems relying far too heavily on textbooks and worksheets. In Year 1, pupils often repeatedly practice what they can already do and in Year 2 pupils usually undertake the same tasks which means work is too difficult for some and there is a lack of challenge for others. Teachers regularly mark pupils' work and most provide helpful and supportive remarks, but there are few useful comments which let pupils know how they can improve. Teachers ensure that all pupils are involved and mathematics lessons are fully inclusive. The use of homework to reinforce and extend pupils' knowledge is inconsistent across the school and an area for development. ICT is not used sufficiently well to aid and extend pupils' learning in mathematics and this is an area recognised by the school for development. Mathematics is used soundly in support of other subjects. For example, in drawing charts and taking accurate measurements in science, using timelines in history, and using co-ordinates in geography. Pupils with special educational needs are well supported. They make good progress throughout the school.
87. The enthusiastic co-ordinator provides satisfactory leadership and support to colleagues but has no non-teaching time out of the classroom to fully manage the subject. There has been no recent monitoring of teaching and learning by the headteacher or co-ordinator. This needs to be introduced, along with regular sampling of pupils' books, to identify strengths and weaknesses and improve practice. The school does not use the suggested planning format for the National Numeracy Strategy. This leads to a lack of consistency, clarity and focus in long, medium and weekly planning across the school. This should also help with assessment procedures, especially in Years 3-6, where pupils are in four ability groups. There are no whole-school assessment and recording systems or target-setting procedures for pupils to help raise standards. There is a good range and quality of learning resources which are used well to support pupils' learning.

SCIENCE

88. The standards of attainment in science have improved since the last inspection. Pupils at the end of Year 2 and Year 6 achieve standards which are better than those expected of schools nationally. Pupils develop the skills of observation, recording data, analysing, comparing and contrasting satisfactorily as they progress through the school. However, there is still a lack of full commitment by teachers and pupils to discovery through experiments and investigations rather than learning about science from other sources, which the pupils do successfully.
89. By the end of Year 2, pupils have a good understanding of how the main functions of the human body work, for example they understand the needs of all animals for food, of how the human ear works and how we hear sounds. They know how our other senses work, and what we ought to do to keep them acute. The pupils have a good knowledge, as a result of observing experiments, of how the distance model cars travel from a slope is affected by different factors, such as weight of the car, degree of slope and the free-running of the model's wheels. They begin to develop an understanding of the

scientific method and of the importance of fair testing. Similar work is planned for all the pupils in each year group and the higher attaining pupils are expected to produce more accurate work of a better quality. Similar topics are planned for both Years 1 and 2, though the activities planned for Year 2 pupils are more challenging with greater depth. This has the effect of reducing the possibilities for the highest attaining pupils achieving their potential.

90. By the end of Year 6, pupils are still achieving overall results that are better than those expected nationally. Their knowledge of science topics is good and their understanding of what they do is satisfactory. The large scale use of practice worksheets and previous test papers by Year 6 pupils makes them aware of the expected standard, but does not add so well to their levels of understanding. The presentation of their work is also good, they make clear records of their findings when gathering data about the teeth patterns of different species of animals or measuring their own pulse rates. They study the use of magnets and how they are made. They follow instructions to make simple magnetic compasses from everyday materials. Good use is occasionally made of ICT in the recording and presentation of data. In Year 5 it was used to find out about the habitats of exotic creatures. Science is also used well in conjunction with design and technology in the study of bridges. As well as studying animals, they look at how plants function, at seeds and their dispersal as well as their use for food. Years 5 and 6 pupils successfully study topics about space, for example the relationship between the sun, earth and moon.
91. As in the Year 1 and 2 classes all the pupils in each year group undertake similar tasks. Good quality extra help is given to those pupils with special educational needs to enable them to produce successful work. The higher attaining pupils are expected to produce work that is better presented and more deeply thought about than that from those with more modest attainments. This has the effect of narrowing the range of the quality of the work and reducing the opportunities of the highest potential attainers to wrestle with more challenging problems, but nevertheless they are achieving better than average standards in each year group. Pupils from whatever background and of whatever gender achieve equally well.
92. The teaching of Year 1 and 2 pupils in the school is satisfactory overall and some of it is good; this ensures that progress is maintained in both year groups at a satisfactory level, and is sometimes better than that. Pupils enjoy science and most work hard in response to the teachers' efforts. Teachers have a sound understanding of science and of how pupils learn and use this to plan interesting lessons and hold the pupils' interest. However, sometimes insufficient work is planned for the rather long lesson times than is needed and the pace of work declines, and learning time is lost. The teaching of basic skills in science is good and the planning, management of learning and of the pupils is at least satisfactory and sometimes better. Novel ways of remembering information, such as singing a song to identify the differences between babies and children in school, make for enjoyable learning. The use of support staff is satisfactory, but their deployment varies from year group to year group and their usefulness varies in the same way, though they are used well to support those pupils with special educational needs. Homework does not figure in the science work planned for Years 1 and 2 pupils.
93. The teaching of Years 3-6 pupils in the school is good. Pupils respond well to the teachers' interest and enthusiasm for the subject. The level of teachers' knowledge is good and this enables them to plan interesting and effective lessons to enhance the pupils' learning. They have reasonable expectation of what their pupils can do. On those occasions when the teacher misjudges the amount of time needed by the pupils to accomplish the tasks set, time is lost and the quality of work done declines as teachers do not have tasks in reserve. A telling example of the inflexible use of a four period day was when two lessons each of about an hour were used to conduct and

record a set of experiments on reversible and irreversible changes. The total amount of time used was more than was necessary to complete the tasks. The quality of marking varies from class to class, in some cases it is sparse, in others it provides some help for the pupils to improve. The pupils are not involved in setting targets for improvement in their work in science. The assessment of pupils' work, especially of tests, is used to plan subsequent lessons. The pupils with special educational needs receive the support necessary for them to make satisfactory progress.

94. The co-ordination of the subject is satisfactory, but at a low level of development. There has been limited improvement since 1997. The scheme of work for science is based on advice from QCA. This has been incorporated into the school's documentation and provides satisfactory support for the teachers. The teachers of Years 1 and 2, together with the reception class plan co-operatively, as do the teachers in Years 3-6. There is no whole-school joint planning, monitoring of individual plans or observation of teaching. The focus of interest in the co-ordination of the subject is limited largely to planning of lessons and to Years 3-6. The resources for science are adequate for the curriculum.

ART AND DESIGN and DESIGN AND TECHNOLOGY

95. The attainment of pupils at the end of Year 6 in art and design is higher than expected for their age, being above average. In design and technology they meet the average expectations for their age. The quality of drawing is particularly good. Throughout the school pupils use a variety of materials and processes well to make visual representations of observations made from first-hand experiences and to explore ideas. Year 1 pupils showed excellent control of paint when making colourful abstract designs. They have also studied Mexican art. They then used their own designs, based on the patterns they had previously studied, to produce an attractive display of patterned plates. The pupils have also worked with different papers to produce collage pictures based on Indian art. In Year 2, pupils have used a variety of techniques to illustrate their work on holidays. The scraper board technique was used to portray underwater scenes while crayon and powder paint were used for holiday pictures. In these, the pupils showed skilful representation of figures and good use of colour. Illustrations are incorporated in some of their written work, many of which show a high degree of sensitivity in the way in which the illustration is used to compliment the text.
96. Pupils in Years 3 and 4 have produced imaginative paint and collage pictures to celebrate the Royal Golden Jubilee. Their early skill development has been effectively built upon to produce work of very good quality, the skin tones being especially well produced. Year 3 pupils used clay very effectively to add to their display in the library. The pupils have skilfully made representations of animals and reptiles, such as elephants, alligators and snakes showing very good control of a tactile substance. In Year 4, pupils have used watercolour paints to represent their observations of plants as part of their science topic. ICT is being used well and is having a significant impact on learning. In Year 4 pupils produce a repeated pattern when designing a matching duvet and pillowcase. Pupils were taught how to utilise the 'Paint' program to produce repeated patterns. This was a good example of the use of an ICT program to aid the development of ideas in both art and design and design and technology. Skills continue to develop in Year 5, especially in the use of pencils for sketching. Of particular note is the work of 'shell' pictures, which show good use of scale, tone and shading. Year 6 pupils are producing pictures of trawlers, putting these into the context of a rough sea. Many of the pictures show how pupils have learnt to use these techniques effectively. Some pupils attractively illustrate their comments on books they have read in their home/school reading record. This is often done at home, the pupils showing understanding that illustrations can be used to make writing come alive.
97. There is little evidence of work in design and technology in Years 1 and 2, as most of

the work has been to design and make something to take home, or some form of food, such as designing and making sandwiches for a picnic. In Year 2, pupils have designed, and are making, a wheeled vehicle to transport a story character. They are beginning to appreciate how to assemble materials using design techniques for rigid structures and in the use of axles. In discussion, they show clearly an early understanding of the importance of triangles in creating strong structures. Year 5 pupils are making pictures to illustrate environment and health issues using fabrics and sewing thread. This is being carefully accomplished, although some of the material is cut too small to handle easily. Their gift basket designs are of good quality. Year 6 pupils have designed and made various forms of bridges to carry a load. These have been attractively finished, although there is no evidence of testing their load-bearing capacity to assess their effectiveness and thus an opportunity to further learning has been lost.

98. Pupils enjoy their work in art and design and in design and technology. They get a great deal of satisfaction from developing the design and artistic skills and seeing their results well displayed throughout the school. Their work certainly adds to the attractiveness of the school premises. The quality of the work is aided by the use of sketchbooks, although, in some classes, insufficient use is made of these. In addition, the wide range of materials and equipment is of good quality and well maintained, thus adding to pupils' pleasure in using these resources.
99. Few lessons were observed in both subjects, only one in design and technology. The teaching was at least satisfactory in all cases, but the good standards in pupils' work in art and design indicate that the teaching is usually good. Pupils are managed well in all lessons and, as a result, they respond well. The best teaching occurred when a small group of Year 1 pupils worked together with a well-prepared and briefed classroom support assistant and in a Year 6 lesson in which pupils had access to a good range of reference material. Expectations were high but not beyond the capabilities of all pupils, including those with special educational needs who were given good encouragement and help.
100. A key weakness for further development is that there is no co-ordinator responsible for either subject. Outline activities are stated for both subjects and in art and design there is an extensive scheme for Years 3-6. The policy for design and technology is extensive but does not constitute a scheme of work. Hence, teachers are not being given sufficient guidance on what to teach, when and how, and there is little monitoring and evaluation of the work, although the headteacher monitors the planning in both subjects. Monitoring and evaluation of the work in art and design is largely by observation of the quality of the finished piece of work but this is not recorded. Good progress has been made since the last inspection, especially in art and design. In design and technology, attainment of pupils at the end of Year 6 has improved from being below the national expectation to nationally expected levels.

GEOGRAPHY

101. Standards in geography at the end of Year 2 and Year 6 are broadly similar to that expected nationally which is the same as that found at the time of the last inspection. Most pupils including those identified as having special educational needs, achieve satisfactorily and they make sound progress in the development of skills and knowledge as they move through the school. All pupils are fully involved and included in all activities. There is no significant difference in the performance of boys and girls. Pupils with special educational needs make satisfactory progress.
102. Progress since the last inspection has been satisfactory and standards have been maintained. Resources have been updated and now include a commercial scheme to

help with the systematic teaching of skills and knowledge. However, assessment procedures, which were at an early stage five years ago, have not been developed sufficiently. Although a start has been made on monitoring and evaluation, more needs to be done.

103. By the end of Year 2, pupils have a sound knowledge of local places from the visits made in the local area and further afield, for example, to Humberside Airport. They talk about where they live and draw simple plans and maps of rooms and their local neighbourhood area. Pupils are aware of more distant places, through the journeys of 'Barnaby Bear' following his travels round the world from Immingham on a large world map. They are aware of the different forms of travel needed to reach destinations, for example by train to London and then by plane. Photographs, displays and important information about capital cities, flags, weather, landmarks, food and life help pupils understand and reflect on what it is like to live in different countries.
104. By the end of Year 6, most pupils know how people can cause damage or enhance the environment and the effect on people living there. Most can locate places in the world in an atlas or on a map using co-ordinates. They understand that places in different parts of the world experience different weather patterns through their research of weather records from across the world. Using aerial photographs they produce clear sketch maps showing specific features. Most pupils enjoy geography lessons and show good levels of enthusiasm and concentration. Relationships and behaviour are consistently good.
105. The quality of teaching is satisfactory throughout the school. Three lessons were observed during the inspection, two of which were deemed satisfactory and one unsatisfactory. Teaching is less successful when there is a lack of clear planning, lesson structure and challenge in what pupils are expected to do. In lessons seen, most teachers have at least sound subject knowledge. However, planning does not always indicate what pupils are expected to do and learn and there is little indication of challenge for different ability groups. Not all teachers let pupils know what they will be learning at the beginning of the lesson which means they are not aware of the lesson content. Lessons usually proceed at a steady pace and most pupils are initially interested and keen to learn although this is not always sustained. This is because sessions, most of which last at least an hour, are too long. Teachers use resources, such as maps and reference books, well to develop pupils' research skills but much of the work is teacher directed and opportunities for pupils to use their initiative are missed. Activities from the commercial scheme are not sufficiently linked to the pupils' immediate surroundings. Marking of pupils' work lacks sufficient detail to help them improve to achieve the highest standards. Links are soundly established with literacy and numeracy but there is a limited use of ICT across the school with minimal impact on learning.
106. The enthusiastic co-ordinator provides sound leadership and management, support and guidance for colleagues but has insufficient non-teaching time to fully manage the subject and influence standards. There is a sound plan of work showing topics to be undertaken each term using national guidance. This is over a two-year cycle and is currently under review. However, there is a lack of detailed guidance to support teachers in the delivery of these topics to ensure skills and knowledge build progressively from topic to topic. There is no formal monitoring of planning and the co-ordinator has had no opportunity to monitor the quality of teaching and learning. This is an area for development as the school is not identifying weaknesses and strengths in teaching or ensuring that the planned curriculum is being taught with sufficient rigour and depth. Assessment procedures are not clear enough or consistently implemented across the school and there is a lack of reference to the national curriculum as to what pupils should be achieving. There is a good range of resources to support teaching and these are used well.

HISTORY

107. From looking at samples of work, displays and teachers' planning, standards of pupils' work in history at the end of Year 2 and Year 6 are above those expected nationally and are an improvement since the last inspection. Most pupils, including those identified as having special educational needs, achieve satisfactorily and make sound progress as they move up the school. All pupils are fully included in all activities and there are no inclusion issues. Only one lesson was observed, during the inspection, a visit to the local church and churchyard, as history was not a feature of the timetable during the inspection period.
108. Improvement since the last inspection has been satisfactory. The school has successfully managed to maintain standards despite the emphasis on literacy and numeracy over the past four years. The curriculum has been updated in line with national guidance and resources have been reviewed and improved to support the revised curriculum. However, there is still insufficient planning guidance for staff to ensure systematic development of historical skills and knowledge.
109. By the end of Year 2, pupils have a sound knowledge and understanding of change through topics such as 'homes through the ages'. Through discussions and looking at photographs and objects they note how household items have changed during the past fifty years and illustrate their findings in a wall display. Through comparing 'seaside holidays' they show a keen interest and clearly understand that life is different now from when their parents and grandparents were young. They are aware of famous people from the past through looking at the life of Florence Nightingale and Captain Cook and knowledgeably talk about what they did. Their studies are soundly supported through trips out to places of interest, for example to Normanby Hall. Pupils clearly enjoy their history lessons which provide good opportunities for them to reflect on what life was like in the past.
110. By the end of Year 6, most pupils have a clear understanding of the difference between primary and secondary sources of evidence. They undertake their own research when investigating the local area. Good use is made of reference materials and information technology to find out about aspects of the Second World War. However, they are less reliable in their understanding of historical interpretation and the way that facts and information are presented. Pupils have covered a good range of topics as they have moved through the school and have a sound understanding of British history and the impact that invaders and settlers and periods such as the Tudors and Victorians, have had on its development.
111. From talking to pupils, looking at pupils' work and teachers planning, the quality of teaching is judged to be satisfactory. The one lesson seen during the inspection involved pupils undertaking independent research in the church and churchyard for a topic on the local history of Immingham. The lesson was well planned and teaching and learning was good. Teachers have sound subject knowledge which is used effectively. In Years 1-6, teachers plan effectively together to implement the two-year cycle of topics. However, across the school weekly planning is not always sufficiently detailed with clear learning objectives indicating what pupils are expected to learn and do. Marking, although supportive, rarely informs pupils as to how they can improve. Timelines are used effectively to place things in historical order.
112. The co-ordinator is enthusiastic but has no opportunity to fully manage the subject because she has no time away from her class during the school day. She provides effective guidance and support to staff and sound management and leadership. A sound scheme of work is in place showing topics to be undertaken each term based on national guidance. This is over a two-year cycle and is currently under review.

However, there is no detailed guidance to support teachers in the delivery of these topics to ensure these skills and knowledge build progressively as pupils undertake activities. There is currently no monitoring of teaching and learning in order that weaknesses might be identified and rectified. The co-ordinator has usefully started to collect samples of pupils' work annotated against national standards to help teachers to make more accurate assessment. Good use is made of visits within the local area and further afield to stimulate pupil's interest and provide firsthand experience and extend learning beyond the classroom. Resources for teaching history are good overall and used well by teachers to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The key issues identified in the last inspection concerning the provision for ICT and the standards achieved in the subject, especially in Years 3-6, have been almost entirely successfully addressed. There are now sufficient networked computers for whole-class teaching in a recently provided computer suite and the staff have received, and are continuing to receive, appropriate training. They now teach with increased confidence. Technical problems concerned with the installation of the new equipment have reduced the current impact of the improvements on standards, and held up the introduction of some elements of the ICT curriculum. These matters are clearly being actively and positively dealt with.
114. Currently, children in the reception class achieve a level of competence in ICT that is better than expected. The same is true of the pupils in Years 1 and 2 who have developed a range of skills and a competence with programs that meet the requirements of the National Curriculum at a level higher than expected. Pupils in Year 1 demonstrated a good level of skills with computers as they wrote their own versions of the story of 'Three Billy Goats Gruff' direct to the screen. They made use of a program that provided them with the words they might need as well as sentence construction. Not only was the quality of usage of ICT good, but most of the stories the pupils wrote were accurate, imaginative and well constructed, and better than they would have written by hand. They showed considerable pride in what they had achieved. They also use drawing and painting programs with some confidence. As well as computers pupils use a programmable 'floor turtle' and plot routes for it to follow. They are also adept at the use of tape decks for listening to stories. There are computers available for use in the area shared with other classes for Years 1 and 2 pupils in the school in which individuals or small groups work occasionally.
115. Pupils in Years 3-6 who had more leeway to make up, as computer provision was previously inadequate, are making good progress in ICT. Overall they are operating at levels nearer those expected nationally, but with some gaps needing to be covered, such as control technology. Some parts of work with e-mails and the Internet are suffering from technical problems, but pupils have been able to download information about the Norse Gods in Year 3, and the life of the late Queen Mother in Year 4. Other information related to topics in history and geography has been obtained in classes 5 and 6. Pupils are improving their skills in mixing text and pictures. Pupils in Year 4 carried out an exercise to improve the layout of an information sheet on the Vikings using editing techniques well. In Year 5 they used a spreadsheet to establish the costs of a school trip. Pupils produced imaginative and effective repeat patterns of fish in support of a craft design and technology exercise in designing a matching duvet and pillow set using the 'Paint program'. They logged on, followed instructions, made their design, in which they edited, deleted and restored images, coloured, and used click and paste with ease and a good degree of competence.
116. All the teaching of ICT throughout the school is at least satisfactory; some is good and some very good. The better teaching is found where the teachers are most confident with the medium. Teaching is improving through continuing training opportunities and

the use made by staff of the co-ordinator's services. This is true of both the teachers and support staff. The emphasis on developing the use of the computer suite, and its networked teaching facilities, has led to a neglect of the use of the computers sited in the classrooms. This is understandable and recognised by the school. The teachers' own use of ICT, for planning and producing worksheets and other documentation for class use, provides the pupils with clear examples of how the medium can be useful. Higher attaining pupils in Years 5 and 6 produce an occasional school journal as a club activity. Staff are developing ways of using ICT to support slower learners in producing work in, for example, writing, about which they can feel proud. The technology is used effectively to support those pupils with special educational needs. There is also a successful after-school club for adults using the computer suite.

117. The co-ordination of the subject is well managed, though there is no time allocated for the observation of teaching or of planning. Assessment of what pupils can achieve to match the new opportunities that the improvements in the subject's provision have brought about is in place. From being an unsuccessful part of the curriculum, ICT is increasingly successful. One significant drawback to the ICT suite provision is the lack of a means of ventilating what is a small room and keeping its temperature to a reasonable level when occupied by a class of some thirty pupils.

MUSIC

118. Pupils' attainment is in line with the expectations of the National Curriculum at the end of Year 2 and Year 6. Standards are similar to those described in the last report. Few music lessons were observed but, on the evidence of these, together with singing in assemblies and discussion with pupils, progress by all pupils is satisfactory. School broadcast tapes are used throughout the school, these being supplemented by specific lessons planned by the class teacher. The planning of these is of good quality with a strong emphasis on singing for enjoyment. Music is used well in other subjects, for example counting songs in mathematics, or in geography where pupils are introduced to songs and rhythms from different parts of the world. Pupils in Year 4 used percussion instruments effectively to accompany singing, producing a well-controlled sound. There was a pleasing combination of accompanied singing. Music for assembly is well planned to give pupils the opportunity to listen to a range of styles of composition from different periods of history. A good lesson in English with Year 2 pupils helped their understanding of syllables by linking these to musical rhythms. Pupils with learning difficulties are given encouragement to develop their skills, with classroom support assistants helping to enable them to develop these well. They are making satisfactory progress.
119. Pupils clearly enjoy music, especially when given the opportunity to perform with instruments. They listen very carefully to recorded music as well as to their peers, for example when singing a 'round' which they sing well. However, the use of instruments is limited to tuned and untuned instruments, as no recorders are used. Four pupils learn the violin and seven pupils have cello tuition. All these pupils are making good progress, having the opportunity to play with others at the music school held in an evening. They enjoy their lessons with the visiting peripatetic teachers and most continue developing their skills throughout their time in the school and on into secondary education.
120. Teachers produce a termly outline of work. Although the planning shows some evidence of the progressive development of skills, this is not linked firmly enough to a scheme of work. Knowledge, skills and concepts are taught as set out in the National Curriculum but teachers could be more confident if they had a framework to plan within. At present, the headteacher is the acting co-ordinator but, with her other duties, has been unable to devote sufficient time to develop the subject further. Leadership of the subject is unsatisfactory.

121. The quality of singing is satisfactory. Pupils sing tunefully in small groups and in class lessons, but their singing in assembly has a tendency to be loud without being refined. They know a wide range of songs, but do not have an opportunity to belong to a choir in order to further develop their singing. Resources are adequate but there is no use of ICT. Methods of assessing progress have yet to be developed.
122. Parents feel that the school needs to develop music by giving pupils more opportunities to be involved in performances. Inspection findings support this view.

PHYSICAL EDUCATION

123. The quality of provision for physical education across the school is satisfactory although there are weaknesses in planning and leadership and management. Standards of attainment of Year 2 and Year 6 pupils are broadly similar to those expected nationally in games and athletics. It is not possible to make a judgement on standards in dance and gymnastics as these were not timetabled during the inspection. The overall standard of work seen is similar to that found at the time of the last inspection. All pupils, including those with special educational needs, make satisfactory progress in most lessons across the school. There is no difference in the standards achieved by boys and girls. Most eleven-year-old pupils who left school in July 2001 were able to swim at least 25 metres unaided.
124. There has been insufficient improvement since the last inspection. The main issue at the time of the last inspection was the need to provide teachers with more guidance in all aspects of the subject and this has not been rectified. However, resources have improved.
125. By the age of Year 2, most pupils are aware of the effect that exercise has on their bodies and the benefits to health of physical exercise. They move around with growing confidence showing a developing awareness of space and others. Most work enthusiastically trying hard to do their best in what they are asked to do. They handle small apparatus safely showing good control for their age. Most listen carefully to their teachers and follow the instructions promptly. Behaviour is usually at least satisfactory because of the good relationships that have been developed by teachers' expectations. Pupils in Year 1 enjoy their well organised games lessons, listen carefully to instructions, and are developing send, receive and ball control skills well.
126. By the end of Year 6, pupils are fully aware of the effect of exercise on their bodies and its value to health and fitness. They have a good understanding of how to play simple games, such as kwik-cricket, and organise themselves well, requiring little adult intervention to keep the game going. Most have developed effective techniques of throwing, catching and fielding techniques and are enthusiastic. Pupils work well together and acknowledge what others can do so that behaviour is usually good because they are keen and interested.
127. The overall quality of teaching and learning is satisfactory with some good teaching observed in Year 1 and Year 4. The teaching in these latter lessons was effective because of the teachers' good subject knowledge and clear objectives on what they wanted the pupils to learn. An unsatisfactory lesson was seen in Year 2 because there was a lack of planning and pace, and pupils were often inactive. Lesson plans are very variable and do not always clearly indicate what pupils are expected to learn and do. Not all teachers convey the purpose of the lesson with the pupils so that they are less enthusiastic. Lessons usually begin with a suitable warm-up activity but the cool down at the end of lessons is less effectively taught. In a Year 4 athletics lesson, pupils were well supported in improving their techniques in throwing because the teacher evaluated good examples. The coaching points made by the teacher throughout the lesson also

helped pupils to progress well. In satisfactory lessons, there are missed opportunities for the development of skills through demonstration and evaluation. Relationships are good and provide sound opportunities for social development. Most lessons last at least an hour and this is too long so that pupils lose interest and teachers find it difficult to maintain sufficient pace and challenge. Teachers provide good role models and ensure all pupils are properly dressed. The school takes good advantage of opportunities provided by outside agencies, for example for football coaching. There is an after-school football club for Years 5 and 6 boys and girls but there are limited opportunities for sporting activities with other schools to enhance the provision made in lessons.

128. There is currently no co-ordinator and, although the headteacher oversees the subject, leadership and management is unsatisfactory. The policy is in the process of being updated but is not yet complete. There is insufficient whole-school detailed guidance and planning available for teachers to ensure continuity of teaching and learning and progression of skills. There is also no monitoring of teaching and learning and consequently no firm overview of what works well and what does not. Teachers do not know the standards reached and pupils' progress is not monitored. Teachers make good use of the good quality and range of well-organised resources.

RELIGIOUS EDUCATION

129. By the end of Year 2, pupils achieve levels of knowledge and understanding about stories from the Christian Bible and traditions which are better than that expected by the locally agreed syllabus of religious education. They know a good deal about a number of Christian celebrations and activities. Their knowledge of the other religion, Hinduism, studied in Years 1 and 2, though satisfactory is much more limited. Their written work is well presented, and well up to the standards expected.
130. The levels of knowledge and understanding of Christianity achieved by pupils at the end of Year 5 is broadly in line with what is expected of pupils of that age. The depth of the study of religions other than Christianity is hindered by the decision to look at four other religions rather than two as suggested by the agreed syllabus, but pupils' knowledge is satisfactory. Opportunities for thinking and talking about their feelings, promoted by what they have learned are less well followed up throughout the school, than the presentation of their other work would suggest. Absence of opportunities reduces the impact of religious education on the provision for the pupils' spiritual development from good to satisfactory.
131. The pupils in Year 1 are familiar with the Christmas and Easter stories and celebrations, and produce well-written accounts of them. They know a number of stories about Jesus such as his healing of the man let down through the roof. The story of the wedding in Cana was linked to the pretend wedding they celebrated in the local Church and which involved pupils in Year 2 and reception class as well. This was a well-planned and managed occasion which produced a significant and thoughtful response on the part of all the pupils involved. In Year 2 the pupils are also sensitively introduced to Hindu traditions and celebrations such as Diwali and the story of Rama and Sita which they write about well. This is in addition to a continued and well-founded study of New Testament stories and a consideration of the importance of promises and the use of prayers in Christian, and other, acts of worship about which the pupils are well informed.
132. Pupils in Years 3-6 know about rituals related to their own lives linked to special food for special times. They know about the five Ks in Sikhism and about Sikh places of worship. They write reflective pieces about the qualities of leaders, and look at the lives of people such as Florence Nightingale, Columba of Iona and in later years of Ghandi and Nelson Mandella. In Year 5, in studying pilgrimages, they look at Bernadette of Lourdes as well as the Islamic Hajj to Mecca. They also compare Christian baptism

with Muslim traditions surrounding childbirth. Work in religious education is supported by visits to places of religious significance, such as the local churches and Lincoln Cathedral.

133. The teaching in religious education is satisfactory. Teachers are less confident in teaching about religions other than Christianity, and more confident in teaching about religion than helping the pupils to learn from it, and to reflect on why people of faith behave in the ways that they do. Pupils record what they have learnt, or rewrite the stories they have heard well as a result of the teachers' skill in teaching basic skills, and of teacher expectation that the pupils will work hard and to good effect. The pupils live up to these expectations and show an interest in the work planned for them to do. The good resources available for the teaching of religious education are used well to support the learning which is planned effectively, although little use is made of ICT.
134. The co-ordination of the subject is satisfactory, but the absence of opportunities for attendance at training courses to keep up to date hampers the development of the subject. The lack also of monitoring of the planning and teaching of lessons works against the steady improvement of pupils' skills and understanding which, with sharper objectives to the teaching, could result in better standards all round.