

INSPECTION REPORT

LITTLECOATES PRIMARY SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117964

Headteacher: Miss Helen Rudkin

Reporting inspector: Janet Gill
18706

Dates of inspection: 21st to 24th May 2001

Inspection number: 230130

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Harlow Street
Grimsby
Lincolnshire

Postcode: DN31 2QX

Telephone number: 01472 354601

Fax number: 01472 242515

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Sharon Fell J.P.

Date of previous inspection: 14th June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	English Art and Design Music Equal opportunities	Characteristics of the school Standards, the school's results and pupils' achievements Teaching and learning Leadership and management What should the school do to improve further?
13395	Joanna Illingworth	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
1189	Sharon Brown	Team inspector	Science Design and technology Physical education Religious education Areas of learning for children in the Foundation Stage	
22182	Fiona Robinson	Team inspector	Mathematics Information and communication technology Geography History Special educational needs	Curricular opportunities

The inspection contractor was:

Arden Inspections
University of Warwick Science Park
Unit 2, Barclays Venture Centre
Sir William Lyons Road
Coventry CV4 7EZ

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	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Grimsby in North East Lincolnshire. It is in an Education Action Zone (EAZ) and receives additional funding because it is in an area of social deprivation. There are 180 full-time pupils in seven classes from reception to Year 6, with a further 24 part-time and nine full-time children in the nursery. Most of the pupils come from the surrounding area. The school is smaller than at the time of the last inspection, and of average size. There are considerable numbers of pupils that move into the school and leave during the school year. Children are admitted into nursery and reception each term. Attainment on entry to the nursery is well below average and is weakest in the areas of communication and language, mathematics, knowledge and understanding of the world and social skills. 38 per cent of the pupils are entitled to free school meals, which is above average. One pupil speaks English as an additional language. 36 per cent of pupils have special educational needs; this is above average, of these, six pupils have a statement of special educational need.

HOW GOOD THE SCHOOL IS

Littlecoates Primary School is now an effective school. The headteacher, strongly supported by all staff and governors, is providing the school with very good leadership. She has already achieved good improvements. The quality of teaching is good in Key Stages 1 and 2 and, as a result standards are improving. Pupils achieve standards that are still below average at the end of Years 2 and 6 in English, mathematics and science, but are improving, notably when compared to similar schools. This has been recognised by the DFEE. Overall children have positive attitudes to learning and most behave well which helps them to make sound progress. The school has a high income, receiving EAZ funding; it uses its resources well and provides satisfactory value for money.

What the school does well

- The headteacher provides very clear leadership, directed at improving the quality of education and raising the levels of achievement. She is very well supported by all staff and governors.
- The quality of teaching has improved since the last inspection: it is now good in Key Stages 1 and 2. This has contributed to standards that are rising, particularly in the core subjects.
- The support staff are very well trained and make an effective contribution to pupils' learning.
- Specific funding is used very effectively, particularly to promote information and communication technology (ICT).
- The Literacy and Numeracy Strategies have been implemented well. Lesson planning and assessment to inform the teachers what to teach next have improved and are now good.
- Care and support of all pupils are very good. Teachers know their pupils very well.

What could be improved

- Standards in English, mathematics and science are not yet high enough at both key stages.
- The management, teaching, planning, assessment and the use of resources in the Foundation Stage need improving.
- Standards are unsatisfactory in design and technology and music at both key stages, and in religious education at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection, in June 1999, has been good. Under the clear direction of the headteacher, supported by the governing body, leadership and management have improved and are good. The school has taken positive steps to address the key issues raised in the previous report in relation to standards, teaching, curriculum, planning and assessment. Standards in English, mathematics and science have improved at both key stages. Although they remain below the national average, they are much closer to the results achieved by similar schools. There have also been very good improvements in ICT as a result of good training and support from the EAZ staff. Geography and the provision for special educational needs have also improved. However, standards in design and technology and music at both key stages and in religious education at Key Stage 2 are unsatisfactory. There have been improvements in the quality of teaching; overall it is good. This has helped to raise standards. The curriculum has been reviewed and is satisfactory, although some subjects are not allocated sufficient time. The staff use guidance from the National Literacy and Numeracy Strategies and national guidelines to help them decide what to teach and when.

Assessment is better in English and mathematics, but not sufficient to monitor pupils' progress over time in some other subjects. The school is in a strong position to continue to tackle its priorities.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E	E	E	C	well above average A above average B Average C below average D well below average E
Mathematics	E*	E	E	D	
Science	E*	E*	E	C	

Attainment is getting better throughout the school. In the 2000 tests for 11-year-olds the results in English, mathematics and science were well below average. Too few pupils achieve the higher levels, particularly in mathematics. When compared to schools with a similar proportion of pupils entitled to free school meals, results were average in English and science, and below average in mathematics. Although results continue to improve, they do not yet match those achieved nationally. However, they are much closer to the results achieved by similar schools. The trend of improvement is broadly in line with the national trend; however, improvement has been more rapid since 1998. The improvements are due to improved quality of teaching, the effective implementation of the National Literacy and Numeracy Strategies, improved assessment procedures and better planning. Realistic targets were exceeded in both English and mathematics. There were no significant differences between the attainment of boys and girls. Overall, pupils with special educational needs achieve standards appropriate for their ability and they make satisfactory progress, although there is some underachievement in Year 6 where pupils have behavioural problems which affect their progress.

In the tests for seven-year-olds, results in reading and writing were low; in the lowest five per cent when compared to schools nationally. In mathematics, results were well below average. When compared to similar schools, results were below average in reading and writing and average in mathematics. Overall, too few pupils achieved the higher levels. Attainment on entry to the nursery is well below average. Children make sound progress in the Foundation Stage. Overall standards are below average by the end of reception. Generally pupils make steady progress, but with good quality teaching it is often better in lessons, in Key Stages 1 and 2. Good improvements have been made in ICT and geography. Standards are average, except in design and technology, music and religious education at Key Stage 2, where they are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils' attitudes and values contribute positively to their attainment and progress. Pupils accept the school's ethos and are content with school life. When in class most show positive attitudes to learning and in lessons, they are well motivated and keen to develop their skills. However, a minority of older pupils has poorer attitudes that have a negative impact on their learning and those around them.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils behave well in the playground and dining hall and are orderly when moving around the school. Most pupils respond well to the school's expectations of them. Occasionally behaviour is unsatisfactory, either because the teaching lacks pace and challenge or because there are a few disruptive pupils in the class, particularly in Year 6. This is linked to the number of fixed exclusions, which is above average for primary schools.
Personal development and relationships	Pupils' personal development is satisfactory, although there are limited opportunities to take on responsibility. Pupils respond well to what is

and relationships	asked of them, and begin to develop more mature and responsible attitudes. The quality of relationships is good overall. Most pupils help and co-operate well with one another in class. In general pupils show consideration for other people's opinions and feelings.
Attendance	Attendance is satisfactory. The school's attendance rate is average for primary schools and unauthorised absence is below average. Punctuality for the large majority of pupils is satisfactory.

TEACHING AND LEARNING

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

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

The quality of teaching has improved and overall, it is good. This is helping pupils' rate of learning and raising standards in the school. In 92 per cent of lessons the quality is satisfactory or better, 60 per cent of lessons is good or better, and 18 per cent very good. The strongest teaching is in Years 2 and 5. Teaching is good for pupils with special educational needs and support staff are deployed well in supporting these pupils. The quality of teaching is sound overall in the Foundation Stage with some weaknesses in planning, assessment and the use of resources. Teaching of English and mathematics and basic skills is good. Basic skills are used well in other subjects. The National Literacy and Numeracy Strategies are being implemented effectively. Planning has improved and is good, with a common format that includes specific learning objectives. Day-to-day assessment procedures are good. Lessons are evaluated and outcomes used to plan subsequent lessons. Marking is positive and helps pupils improve their work. In literacy and numeracy, pupils are encouraged to evaluate their own learning and work towards group targets. This is an effective strategy for many pupils, who work hard and have positive attitudes towards learning. There are a few pupils, however, who have poorer attitudes and are disruptive, particularly in Year 6. This affects learning and their progress. The use of homework is satisfactory; it is relevant to the lesson and consolidates and extends learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum with an emphasis on English and mathematics, and meets the requirements of the National Curriculum. Insufficient time is allocated to religious education at Key Stage 2, design and technology and music. Too few opportunities are planned for children in the Foundation Stage to work and play outside. The school offers a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Provision is good with effective guidelines for responding to the needs of pupils with special educational needs. Pupils are given the same curriculum opportunities as others both inside and outside the classroom and supported well. Targets identified in their individual education plans are appropriate and reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. The good provision for spiritual, moral and social development contributes well to pupils' personal development. Provision for cultural development is satisfactory but there are insufficient opportunities for the development of pupils' understanding of the multicultural society in which we live.
How well the school cares for its pupils	Arrangements for promoting pupils' health, safety and welfare are very good. Procedures for promoting attendance are good and have helped to raise the levels of attendance. Assessment of pupils' attainment and progress is satisfactory overall. These procedures have improved in English and mathematics, but not in other subjects or in the Foundation Stage.

Overall links with parents are satisfactory with the school providing adequate information about pupils' progress. Some parents contribute effectively to the work of the school, but many do not.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are good. The headteacher sets a very clear vision for the school, She is very aware of what the school needs to do next to improve. This is shared with the staff and governors and there is a strong commitment from everyone to continue to raise standards. The role of some co-ordinators has shortcomings.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well. They are very supportive of the headteacher. They know the school well and are committed to its further development.
The school's evaluation of its performance	The school works hard to evaluate its successes and weaknesses and is aware of its overall performance. The school has taken good action to improve and is now an effective school.
The strategic use of resources	Educational priorities are linked well to financial commitments. The budget is well planned and monitored by the headteacher and governors. Specific grants are used well to help pupils make good progress, as in ICT. The school offers satisfactory value for money.

There are a good number of suitably qualified and experienced teachers and classroom support assistants. The quantity and quality of learning resources are good. This helps pupils learn more effectively. For example, a well-equipped ICT suite with well-trained staff has helped to develop pupils' ICT skills. The accommodation is of good quality and maintained well by the caretaker. The principles of best value are well understood and implemented by the headteacher and governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like to come to school. • They are happy with the children's progress. • Parents find it easy to approach the school over queries and concerns. • The quality of teaching. • Teachers have high expectations of pupils. • The school helps pupils to become more mature and responsible. 	<ul style="list-style-type: none"> • A few were concerned about the amount of homework given. • Some parents wanted more information about their children's progress. • A few wanted to see the co-operation between the school and parents improved.

In general, the inspection's conclusions match the results of the questionnaire. In the judgement of inspectors the school provides suitable homework, mainly linked to literacy and numeracy, adequate information for parents and has satisfactory links with them. However, parents' involvement in their children's learning and the life of the school is not well developed, despite the school's work to promote it.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the nursery at the beginning of the term in which they are three, with attainment that is well below average compared to national expectations. Many children have poorly developed skills in communication and language, mathematics, knowledge and understanding of the world and social skills when they start school. While in the nursery they make good gains in their personal, social and emotional development and in their physical development. Satisfactory gains are made in communication and language, mathematics, knowledge and understanding of the world and creative development. When children enter the reception year, attainment remains well below average in these areas and below average in personal, social and emotional and in physical development. While in the reception class, children make good gains in mathematics, knowledge and understanding of the world, personal and social and emotional, creative and physical development. Gains in communication, language and literacy are satisfactory. By the end of the Foundation Stage, children's attainment in personal, social and emotional development and physical development is average, with most children meeting the early learning goals in these areas. Standards are below average in other areas of learning and remain well below average in communication, language and literacy.
2. In the 2000 Key Stage 1 National Curriculum tests the results in reading and writing were low, and in the lowest five per cent nationally. In mathematics results were well below average. Results were well below average in reading and writing, and in line with the national average when compared to schools with a similar proportion of pupils entitled to free school meals. Too few pupils achieved the higher levels. There were no significant differences between the attainment of boys and girls. Pupils with special educational needs achieve standards appropriate for their ability and they make satisfactory progress over time. Teacher assessments in science indicate that the standards are well below average in comparison nationally and with similar schools. Despite the below average levels, standards are nevertheless improving. The improvement between the 1999 National Curriculum test and the 2000 tests is steady in reading and writing, but rapid in mathematics and far greater than that shown nationally.
3. In the 2000 Key Stage 2 National Curriculum tests the results in English, mathematics and science were well below the national average. However, when compared to schools with a similar proportion of pupils entitled to free school meals, standards are average in English and science and below average in mathematics. There has been steady improvement in English and mathematics and a dramatic rise in science, but although results continue to improve, they do not yet match those achieved nationally. However, standards remain below the national average at the time of the inspection because of the significant number of pupils with special educational needs, including a group of particularly disruptive pupils, in Year 6. In addition standards are affected adversely by the high level of pupil mobility, particularly in Key Stage 2. The school is determined to make further improvements and reach the targets set for 2001. Overall the trend in the school's improvement has been broadly average over the last five years. However, it has been more rapid during the last two years than previously. Realistic targets set by the school were surpassed in English and mathematics. Challenging targets have been set for the current year, which are likely to be met. These improvements have been secured due to successful implementation of the National Literacy and Numeracy Strategies and effective monitoring by the headteacher and subject co-ordinators, which has had a direct impact on the improved quality of teaching and learning. English and mathematics have had a high profile in the school and have been well resourced. There has been good analysis of test results which has contributed to teachers' medium term planning. They know what it is they need to teach and when, ensuring that work in booster classes and class lessons are set at the appropriate level. Pupils now have a greater understanding of the levels that they are expected to attain and most work hard to achieve their targets.

4. Inspection findings indicate that in English, standards are still below average, but have improved and are still improving. A few pupils are attaining the higher levels, but still too few to raise the standard overall. When children start school, their attainment is well below average. Satisfactory progress is made throughout the school, in some lessons though, progress is good, particularly in Years 2 and 5. Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. There are a few pupils, however, who have below average standards because of unsatisfactory attitudes in discussions; others have difficulty verbalising what it is they want to say because their vocabulary is limited. By the end of Key Stage 1, standards in reading are just below average, with a significant group of pupils reaching higher levels. At the end of Key Stage 2, pupils' attainment in reading is below average. Satisfactory progress is made across the key stage. Reading standards are improving because pupils are benefiting from the increased focus on reading, both fiction and non-fiction, in literacy. Some pupils, in both key stages, do not have enough practice reading at home; this hinders their progress. Inspection evidence from lessons and the scrutiny of work indicate that by the end of both key stages, writing is below the national average with a few pupils reaching the higher levels. Throughout the school regular extended writing sessions are held outside the literacy hour. This strategy is proving beneficial and some pupils are beginning to make good progress with their writing. Teachers offer their pupils a good range of work within literacy and across the curriculum. They encourage their pupils to write in a variety of forms. Standards at the end of both key stages are still below average because pupils do not use interesting vocabulary, extended sentences or use more advanced punctuation. Handwriting and presentation is variable, although this is mainly in Key Stage 2.
5. Inspection evidence indicates that standards are improving in mathematics. Standards of pupils in the current Year 6 and Year 2 are below the level expected nationally. This is a satisfactory improvement on the standards seen during the last inspection when standards were found to be unsatisfactory. Many pupils have low levels of mathematical knowledge and understanding when they join the school. They make satisfactory progress throughout the school, although in some lessons pupils make good progress. The school places an emphasis on pupils' numeracy skills and they do their best in number work. At Key Stage 1 many pupils round up or down numbers up to 100, but fewer pupils can solve problems using numbers up to 1000. Some pupils are less sure in recording their results independently and applying their mathematical skills to problem solving. By the end of Key Stage 2, most pupils understand place value to thousands and have a sound recall of table facts. Most pupils 'round' numbers to hundred and thousands and estimate with increasing accuracy. They understand negative and positive numbers when exploring temperatures. Lower attaining pupils have difficulties in interpreting simple instructions related to area, for example, when they are asked to draw a square with a specified area. There are good opportunities to apply their mathematical skills in subjects such as science and geography when they use co-ordinates and produce graphs.
6. There have been a number of improvements since the inspection report of 1999, which are having a positive impact on standards in science. The rate of improvement in Key Stage 2 has been particularly rapid. Standards have improved in science and are continuing to do so. Evidence from the inspection indicates that standards are below average at the end of both key stages in science. Pupils make satisfactory progress overall. There has been an improvement in investigative approaches in science, but too often accounts are copied from the board and in many cases there is over-direction by teachers; this hampers the development of pupils' skills. By the end of Key Stage 1, pupils have some understanding of how materials change when heated, but they do not understand what the changes in the materials are. However, a few higher-attaining pupils understand that some changes are reversible such as melted ice becoming water can be frozen again. Most pupils recognise and name external parts of the body and label a plant and tree accurately referring to 'leaf', 'flower' and 'roots'. By the end of Key Stage 2, most pupils also understand that plants need warmth, oxygen and water to grow. By seven, most pupils have some awareness of the dangers of electricity. They know that many everyday appliances use electricity but few are able to describe a simple electrical circuit. However, by 11, most pupils have a sound understanding of how to create a circuit, draw and label correctly a circuit diagram and identify good and poor conductors of electricity. By 11, most pupils recognise the need for fair tests. They predict and

present their observations and conclusions using tables and bar charts, although weaknesses in literacy skills impede pupils' ability to record their findings.

7. By the end of both key stages, pupils achieve standards similar to those found nationally in ICT. The improved expertise and confidence of the teachers and better planning is helping to raise standards. All year groups are making satisfactory progress because of this. There is good use of pupils' ICT skills across the curriculum. For example, younger pupils control the mouse effectively, while older pupils select icons as examples. The provision of up-to-date resources in the ICT suite is improving the breadth of learning. By the end of Key Stage 1, pupils have built up the basic skills of ICT. Year 2 pupils program a moving toy in mathematics and input data into the computer to produce a graph. They organise their information so that there is a specific order and use different fonts, size, style and colour when word processing. By the end of Key Stage 2, in Year 6, pupils use e-mail to convey messages and use ICT systems to control events. They use ICT models and simulations to explore pattern and relationships. Year 3 pupils make a screen turtle move, while Year 4 pupils make good progress in being able to predict what they think a command will make the screen turtle do. In Year 5, pupils make good progress in creating a bedroom for two children to share. There has been good improvement in control and monitoring since the last inspection.
8. Standards have been maintained in religious education in Key Stage 1, and are in line with the expectations as set out in the locally agreed syllabus. However, by the age of 11, standards are below the expected level, largely due to insufficient time to cover the amount of work. This is a decline in standards at Key Stage 2 since the previous inspection. Pupils in Key Stage 1 make sound progress in their understanding and knowledge of Christianity and other world faiths. They have a satisfactory understanding of special places and what it means to be special. They are familiar with stories, festivals and ceremonies from Christianity and Hinduism. In Key Stage 2, pupils build on their knowledge of stories from the Bible. They explore things that make them afraid and actions people take to cope with their fears. From discussions pupils have a sound knowledge of events in the Easter story and can explain the message 'Jesus died for other people'. They have limited knowledge of world faiths. Much of the work shows a heavy reliance on worksheets. There is little work recorded in Year 6 other than the Easter Story. This is unsatisfactory progress.
9. Standards have been maintained, and meet national expectations in art and design, history and physical education (PE) at both key stages. In art and design, most areas of work are represented but clay work and the work representing other cultures is more limited. In some other areas, such as observational art, standards are often good. In history, at both key stages the pupils' sense of time is developing well. In Key Stage 1, pupils show this when they talk about parents and grandparents to make comparisons between past and present in family life. At Key Stage 2, pupils in Year 3 and Year 5 have a good understanding of the fishing industry in Grimsby in the 1950's and of the local area. In PE by the end of Key Stage 1, pupils move confidently around the hall, but are not always sufficiently aware of space and other pupils. They display satisfactory levels of control and agility; they roll, slide and balance with the expected level of competence. From planning and discussions with pupils, by the end of Key Stage 2, pupils acquire satisfactory skills in a range of games. Pupils in Year 4 learn to swim so that by the time they leave the school the majority swim at least 25 metres. There have been good improvements in geography in developing pupils' geographical enquiry and mapping skills, especially at Key Stage 2. This is as a result of better teaching following in-service training. In design and technology (DT) and music standards are unsatisfactory. This is linked to lack of expertise and confidence on the part of the staff and insufficient time allocated to these subjects. The school is aware of the need to review the whole curriculum to ensure appropriate coverage but has concentrated its energies on raising standards in the core subjects.

Pupils' attitudes, values and personal development

10. The school has made satisfactory progress since the previous inspection. The last report described attitudes, behaviour and personal development as good, but noted that the large size of the reception class sometimes caused pupils' interest and concentration to lapse. Despite having some very difficult pupils on roll and a high exclusion rate, the school has in

general maintained the good standards, which existed two years ago, and in the case of the reception class has improved on them.

11. The children enter the school with immature skills in personal, social and emotional development. By the time they leave the reception class at the end of the Foundation Stage they are achieving, and a few exceeding, the early learning goals in this area. The adults create a secure environment where children learn respect and consideration for each other. Expectations of how children should behave towards each other are reinforced and praise is used well to enhance children's self-esteem. Children have good relationships with each other and adults. Good manners are promoted, for example in the nursery. Children know they must wait their turn when offered fruit and say 'thank you' afterwards. Most children concentrate and persevere with tasks set. They help one another and show concern for each other. Opportunities are provided for children to select resources and activities independently and encouraged to take responsibility for tidying away resources at the end of a session.
12. Evidence from the inspection supports the generally favourable opinions expressed by parents at the meeting with the registered inspector. Pupils have good attitudes to learning, behave well, and have good relationships with one another and adults in the school. Their attendance and personal development is satisfactory. Overall, pupils' attitudes and values contribute positively to their attainment and progress.
13. The majority of replies to the survey of parental views says that children like school, although the number of returns was small and therefore not necessarily typical. The inspection endorses these parents' views. Most pupils accept the school's ethos and are content with school life. When in class they show positive attitudes to learning. In most lessons they are well motivated and keen to develop their skills. They listen to instructions and sustain their concentration well. Levels of interest in work and application to task vary with the quality of teaching. They are very good where teachers have high expectations, provide challenging activities and make good use of time in lessons. Occasionally, on the other hand, pupils' attention and concentration lapse when teaching is undemanding and lacks pace. Pupils are slow to settle down, go off task quickly, and become fidgety and chatty. Their learning and progress suffer significantly as a result. Attitudes to learning are not exclusively dependent on the quality of teaching. In some year groups a handful of very difficult pupils sometimes distract the rest of the class in lessons. Occasionally they challenge the teacher's authority and become disruptive. This is the case in Year 6, where there are a small number of boys who have serious behavioural problems.
14. The quality of pupils' personal development is satisfactory although there are limited opportunities to take on responsibility. The school has no pupil council and no prefects, monitors or house system. Pupils are given jobs to do in assembly and older children are encouraged on an informal basis to befriend and look after younger ones. They respond well to what is asked of them, and develop more mature and responsible attitudes during their years in school. When children start in the nursery unit they do not readily co-operate and interact with one another, but by the time they reach main school their social skills have developed sufficiently to enable them to work successfully in pairs and small groups. Pupils of all ages are able to work independently, but a significant number lack confidence in their own abilities. A minority are reluctant to persist with tasks that they find difficult, such as writing down the results of investigations in science. Others are diffident about speaking aloud in class. Sometimes members of staff miss opportunities to encourage children's independence. For instance they do not as a matter of course require pupils to clear away equipment and resources at the end of lessons.
15. Pupils say that there are a few individuals in school who, in their words, 'cause trouble' by fighting and bullying. Their view is supported by the exclusion figures. There were seven fixed period exclusions in the year preceding the inspection, which is above the national average for primary schools. However, the rate reflects the presence of three pupils in Year 6 who have serious behavioural problems. It is not indicative of the quality of behaviour in general. The majority of pupils respond well to the school's expectations of them and accept its system of discipline. They are trustworthy, polite, and show respect for property. They behave well in the playground and dining hall and are orderly when moving around and between the school's

sites. No instances of aggressive acts or rough play between children were observed during the inspection, and pupils say that they are not characteristic features of life in school. Behaviour in lessons is good overall and is sometimes very good. Occasionally it is unsatisfactory, either because the teaching lacks pace and challenge or because there are some disruptive pupils in the class that are not dealt with effectively enough.

16. The quality of relationships is good. For the most part pupils help and co-operate well with one another in class. Their relations with adults in the school are based on trust and openness. They respect members of staff, follow their instructions and turn to them when they need help. Pupils of different ages and sexes mix well together out of class. The atmosphere in the dining hall and playground is harmonious and friendly. In general pupils show consideration for other people's opinions and feelings, but are sometimes thoughtlessly discourteous, as when they call out and interrupt one another in class. A very small number are deliberately rude to teachers and have abrasive relations with them and with their fellow pupils.
17. Pupils' attendance and punctuality are satisfactory. The school's attendance rate is in line with the national average for primary schools, while the amount of unauthorised absence is below average. Most pupils arrive on time for the start of morning school, although a significant number are regularly a few minutes late.

HOW WELL ARE PUPILS TAUGHT?

18. At the time of the last inspection, in 1999, the quality of teaching was judged as satisfactory overall. Since then the quality of teaching has improved. In the last inspection 13 per cent of lessons observed were unsatisfactory, this has been reduced to eight per cent. The overall quality of teaching is now good, with just over 60 per cent being good. Very good teaching is a feature of 18 per cent of lessons; previously it was 13 per cent. The improved quality of teaching is helping pupils make better progress, and subsequently standards are rising. This improvement has largely been associated with staff changes, in-service training and systematic monitoring of teaching and learning, including classroom observations of literacy and numeracy by the headteacher and subject co-ordinators. A greater emphasis has been placed on raising teachers' expectations and improving the pace in lessons. Support and training from the staff of the EAZ has helped to raise teachers' confidence and expertise in ICT, consequently standards have improved in the subject. The National Literacy and Numeracy Strategies and schemes of work based on national guidance, together with better planning and improved assessment procedures in English and mathematics, have also contributed towards the improvement.
19. Teaching is sound at best in the Foundation Stage, with two of the 13 lessons observed being unsatisfactory. Both of these were in the nursery. The quality of teaching in personal, social and emotional development is good in the nursery and reception class, enabling children to make good gains in their learning. In mathematics, teaching is sound and children make satisfactory progress. In communication, language and literacy, knowledge and understanding of the world, physical and creative development, teaching is sound overall with some weaknesses in each of these areas of learning. The Foundation Stage children now have better opportunities for physical and imaginative play but these are still not good enough. There are not enough opportunities created for children to engage in conversations and extend their speaking skills. For example, in the nursery there is no adult intervention to extend learning and promote discussion about the potted herbs placed on a display for children to observe, neither are there any magnifying glasses. Resources have improved for outside play but their use is unsatisfactory. Planning has also improved to some extent, but still focuses on the activities, rather than what is to be learnt. There are too few opportunities for children to express their ideas imaginatively and creatively in role play, art and music.
20. The quality of teaching in the remainder of the school is good overall, often with very good features in Years 2 and 5. The quality of teaching at Key Stage 1 ranges from very good to two lessons being graded unsatisfactory with younger pupils. The best teaching is at the end of the key stage, where lessons observed were at least good with some very good lessons. At Key Stage 2 no unsatisfactory teaching was observed, with the very best teaching observed in Year 5.

21. Teaching for pupils with special educational needs is good. Teachers know their pupils well and plan activities that are matched appropriately to their needs. Pupils make steady progress mainly as a result of individual education plans that contain relevant targets for improvement, especially in English and mathematics. Support staff are used effectively, they have had good training provided by the EAZ this helps them to support pupils with special educational needs well, particularly in literacy. Very good records of gains in skills, knowledge and understanding are kept and this information helps to plan the next stages in learning successfully.
22. The good progress that pupils make in lessons in English and mathematics is due to good quality teaching. Teachers have good knowledge and understanding of the National Literacy and Numeracy Strategies, which they apply effectively. The systematic teaching of literacy and numeracy skills has improved since the previous inspection. Basic skills and use of correct terminology are taught well. For example, letter sounds are taught well in literacy, this helps pupils with their reading and identifying rhyming words in texts, as observed in a Year 4 poetry lesson. Teachers use a good range of mathematical vocabulary, which results in most pupils making effective use of the correct terminology when talking about their work. For example, in one successful lesson, Year 2 pupils made good progress in using mathematical vocabulary to describe direction and movement. Teachers promote the use of specific vocabulary and literacy and numeracy skills in other subjects as well. This is beginning to help pupils to understand and use correct terminology when discussing and explaining their work. Literacy skills are developed well, as when pupils use their reading and research skills in history, in Year 5, to find evidence about Victorian life in reports and books. However, the limited skills in speaking of many pupils impede progress in science, particularly when reporting on practical activities undertaken. Pupils also use mathematical skills to help learning in other subjects such as drawing graphs and recording information in science, history and geography. Sometimes there is insufficient challenge in problem solving in mathematics, and pupils do not always write neatly enough or present their work well. This also affects pupils' recording skills in mathematics and other subjects.
23. Teachers have good subject knowledge and expertise in most subjects, however in design and technology, music and religious education at Key Stage 2, many teachers do not have the confidence or the skills to teach these subjects. Consequently standards are unsatisfactory. This has been acknowledged and training identified as a necessity to raise the standards in these subjects. Teaching of investigations in science has improved, but there are occasions where over dependence on worksheets and copying of experiments from the blackboard inhibit pupils' ability to think for themselves when recording their work. Where training has been successful as in ICT, teachers are more confident and have good expertise now, this is as a result of good training and support from the EAZ. This is an improvement on the previous inspection when teaching was judged to be satisfactory. The strengths in the teaching have a positive effect on the standards pupils attain. For example, as a result of good teaching in Year 5 and high expectations of their work, pupils are able to make good progress in creating a bedroom for two children to share. Good teaching in the ICT suite gives time for pupils to review and evaluate their work as they interpret instructions and information. They are well motivated by the lessons and the way resources are used in the ICT suite. Teachers give pupils good opportunities in applying their skills in word processing, constructing graphs and tables and retrieving information to support other subjects. ICT skills are used well across the curriculum and when given the opportunity pupils can use the skills they have previously learned well in lessons, such as art and design and literacy. In Year 1, a previous graph that had been constructed in ICT, to show the pupils' favourite fruit, was used effectively in design and technology as the starting point of the lesson.
24. Teachers usually manage pupils effectively, with most pupils responding well. However, there are occasions when the pace of the lesson slows, or the teacher's inexperience in classroom management means pupils become inattentive and restless. This is occasionally the case for younger pupils in Key Stage 1. Whereas, a small minority of disruptive pupils in Year 6, are managed well by the skilful strategies of a very experienced teacher, so minimum amount of time is wasted. The vast majority of pupils show interest and enthusiasm for learning. This is due to lessons that are lively, brisk and taught with flair and imagination. In many lessons resources and other adult's expertise are used well. This maintains pupils' attention and they

remain focused. This was illustrated by a very good example in history and geography in Year 3, when the caretaker, who used to be involved in the fishing industry, showed pupils how to fillet fish and told them about the job. Teachers use questioning effectively, which helps to elicit appropriate responses from the pupils. For example, in religious education, although the teacher had to work hard to draw ideas from pupils, through effective questioning she received appropriate responses, although these were not adventurous in most cases.

25. Teachers' planning has improved, particularly the common format that includes specific learning objectives. These are effectively shared with the pupils, which help them to be clear about what they are going to achieve. At the end of lessons, the teacher and pupils together assess whether they have achieved the learning objectives. This is very good practice. Day-to-day assessment procedures are good. Marking is positive and helps pupils improve their work, although there are some pupils who do not finish work and do not pay enough attention to handwriting and presentation. Pupils are encouraged to be involved in evaluating their own learning and working towards their targets; this they do well. It is particularly effective in literacy and numeracy and for pupils with special educational needs. The use of homework is satisfactory and used mainly in literacy and numeracy. It is relevant to the lesson and consolidates and extends learning appropriately. However, not all pupils are given the support at home in some homework, including reading, particularly the older pupils.

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

26. The school provides a broad programme that meets the requirements of the National Curriculum in all subjects except DT and music. In these subjects there are significant 'gaps' in the experiences and skills of many pupils and insufficient time is allowed for curriculum coverage in these areas. The requirements for RE are met in accordance with the locally agreed syllabus, although the time allocation for RE at Key Stage 2 is too low. This hampers pupils' acquisition of knowledge and understanding, particularly of other faiths. The school has successfully introduced the National Literacy and Numeracy Strategies and these initiatives are having a positive effect upon the provision for English and mathematics. The school places considerable emphasis upon raising standards in literacy and numeracy, which has been a necessity, although this does reduce the time allocated to design and technology in particular. This has an impact on the balance of the curriculum and time allocation to subjects. The school is aware they now need to review the overall curriculum to ensure appropriate time is spent on all subjects.
27. Curriculum provision for pupils with special educational needs is good and the requirements of the Code of Practice are fully met. There are very good guidelines for responding to the needs of pupils with special educational needs. Pupils are given the same curriculum opportunities as others both inside and outside the classroom. Where pupils are withdrawn from lessons they are supported well in their learning. Targets identified in their individual education plans are reviewed regularly. During the period of the inspection, ICT was used well to enrich the learning experiences of pupils with special educational needs.
28. Overall, the provision for pupils' personal, social and health education is satisfactory. The development of good relationships and consideration for others are embedded in the life and work of the school. The school's programme for health education includes appropriate emphasis upon the dangers associated with the issues of drugs. Pupils are provided with the knowledge and awareness, which helps them to make informed choices as they assume greater independence. The teaching of sex education and matters relating to health education are given proper emphasis in the curriculum.
29. The school has adopted national and local guidance in order to provide a structured curriculum. In most subjects this documentation provides a secure basis for ensuring that knowledge and skills are built steadily and that a balanced programme is delivered. In some subjects, for example design and technology, further development of policy and guidelines is required. Teachers' planning is good and effective with the objectives for each lesson defined and shared with the pupils. This results in well-focused teaching and helps to ensure that the curriculum is appropriate. There has been very good progress in the provision for ICT since the time of the last inspection. Staff have benefited greatly from the planned training and are now

proficient in computer skills. There is a clear determination shared by all staff to continue the process of curricular improvement.

30. All pupils have equality of access and opportunity to the curriculum. The range of extra-curricular activities provided by the school is satisfactory and inspectors disagree with the views of some of the parents who considered the range of extra-curricular opportunities offered was too limited. Visits to places of educational value make valuable contributions to history and geography. Satisfactory links with the community are evident. The charitable efforts of pupils and the association with sporting clubs who provide coaching opportunities are good examples of these. The EAZ links are well developed and these connections have a good influence upon pupils' learning. There are good links with other schools in the area through the professional liaison of staff.
31. The school makes good provision for pupils' spiritual, moral and social development. Provision for pupils' cultural development is satisfactory. Spiritual development is supported through assemblies which are well planned and thoughtfully delivered. Pupils are helped to gain knowledge and insight into their own and other people's values and beliefs and are encouraged to respect and value the opinions of others. Moments of quiet reflection are provided with the focus of a lighted candle to create a calm atmosphere. In this time, pupils consider, for example the work of famous artists, and their determination and perseverance. Pupils empathise with Van Gogh and are surprised to learn that only one of his paintings sold in his lifetime. There is silence as the headteacher explains 'he never knew how important and well liked his paintings would be..... he never lived that long'. On other occasions, pupils are provided with interesting and thought provoking experiences, enjoying the humorous stories of a visiting lay preacher who captures their imagination with his lively style. Although not planned for, there are opportunities within the curriculum for pupils to develop their spiritual awareness such as in some art lessons and within the science curriculum.
32. Provision for moral development is good. The headteacher and staff, as well as providing good role models themselves, constantly remind pupils of the correct and accepted forms of behaviour and give reasons for them. The majority of pupils have a good understanding of right from wrong and are encouraged to reflect on their actions, in circle time for example, when they consider what else they could have done and other pupils contribute their ideas. Moral education is an inherent part of the assertive discipline. Within circle time issues such as bullying and friendship are discussed. Pupils are encouraged to treat staff, visitors and each other with courtesy and to treat property and the resources they use with respect.
33. The school makes good provision for pupils' social development. Pupils are encouraged to form good relationships with each other, their teachers and other adults. There are good opportunities for pupils to work collaboratively and share resources, within the literacy and numeracy sessions for example. Pupils learn to take turns when speaking and are encouraged to contribute their ideas. A strong aspect of the headteacher's philosophy is the opportunity to take responsibility. Age appropriate tasks are carried out sensibly. For example, Year 6 pupils sell apples at break time, while Year 5 collect staff coffee money and keep accounts. Older children hear younger children read. Other responsibilities involve the collection of registers, music in assembly, library monitors and playing with children in the nursery. Pupils raise money for good causes, such as comic relief and for the NSPCC. Certificates are awarded for 'Pupil of the Week' and names are entered into the 'Shining Lights' book for effort. There is a good sense of school community with staff training certificates awarded in assemblies too. There is not, as yet, provision for pupils to have a greater voice in school, such as through a school council.
34. Provision for pupils' cultural development is satisfactory. Pupils are taught about aspects of British culture in subjects such as English and history. For example, pupils in Key Stage 2 have studied the local Grimsby fishing industry within history and geography work. Good use of African music was made at the beginning of an assembly and this was highlighted well; this helps pupils develop awareness of the instruments and style of music from other cultures, although the contribution through music in the school is a weakness. There is a good emphasis on pupils' own culture through theatre groups into school, visits to art galleries, art club and visitors such as the mayoral visit to school. The multicultural aspect of religious

education is a weakness. There is little evidence of awareness of other faiths and cultures through displays about school. The school does not make enough provision for the development of pupils' understanding of the multicultural society in which we live. Although there are visitors from the Christian faith and visits to local churches this does not extend to other faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The standard of pastoral care is good. The school has effective procedures for safeguarding pupils' welfare and promoting good behaviour. There has been good progress since the previous inspection when the quality of support and guidance was described as satisfactory.
36. Care for children starts with the induction of new pupils into the nursery. This is handled well, thanks to close links with the pre-school playgroup which is based on site. There are good arrangements for monitoring and promoting pupils' personal development as they progress up the school. After the nursery stage, much of the tracking and support of personal development is carried out informally, but nevertheless effectively. Teachers, including those who have recently joined the school, know pupils well as individuals and have good relations with the majority of them. They are therefore well placed to identify children who are having problems, and are able to give them help that meets their needs. Support for personal development is enhanced by provision for 'circle time' in the timetable. Teachers use this time to encourage pupils to share their concerns and feelings with adults in the school and with each other. Year 6 pupils are well prepared for their transfer to secondary school through a programme of induction events. The school ensures that the particular needs of all pupils are addressed.
37. The provision for pupils with special educational needs is good and all statutory requirements are met. Needs are identified early and outside agencies are used effectively. The level of care and support given by teaching and non-teaching staff is good. Pupils' gain in academic and personal progress is recorded efficiently and details are reported to parents and guardians termly.
38. The school has very good procedures for promoting the health and safety of pupils, staff and visitors. The governing body's health and safety committee plays a major role in this area. It takes active steps to ensure that the school meets legal requirements concerning risk assessment, checks equipment and the storage of materials. The position has improved since the last inspection. The site has been made more secure and all the necessary risk assessments have been carried out. The school's arrangements for child protection are good overall. The headteacher, who is the designated member of staff, has had appropriate training in the issue and shares her expertise with other members of staff. She is aware that the school's formal policy on child protection needs to be updated in the light of recent legislation, and has this in hand.
39. Procedures for promoting pupils' attendance are good. They have helped the school to achieve an actual attendance rate in line with the national average and to eliminate unauthorised absence. Individual records and analyses of attendance are maintained well and are readily available to members of staff. Instances of unsatisfactory attendance and punctuality are followed up and action is taken to improve the pupil's performance. The school works closely with outside organisations on pupils who give cause for concern. It brings in the education welfare officer and the multi-agency support team worker to help with the very small minority who are often absent or late in arriving in the morning.
40. The school has high expectations regarding behaviour and has put in place good procedures to achieve them. They are generally effective in practice and appropriate and give teachers clear strategies for managing behaviour. These centre on its assertive discipline policy, which is applied fairly and consistently, both inside and outside the classroom. Good attitudes and behaviour are constantly reinforced using incentives and rewards to recognise pupils' achievements and to raise their self-esteem. This makes pupils fully aware of the standards expected of them and spells out the consequences of breaching the school's code of conduct. Members of staff praise good work and behaviour in lessons and make effective use of formal rewards, such as the 'pupil of the week' award. The policy includes good procedures for

recording incidents and monitoring pupils who give cause for concern. The school has proper arrangements for dealing with, and as far as possible preventing, aggressive behaviour. Pupils understand the system, and in most cases respond well to it. For those who do not, and whose behaviour continues to be a problem, there is a good pastoral support programme. In the most difficult cases the school brings in specialists from organisations such as the Multi-Agency Support Team and local education authority's Pupil Referral Unit. There is an anti-bullying policy, which is backed by good practical measures. For example, pupils are well supervised at breaks and during the lunch hour.

41. Assessment of pupils' attainment and progress is satisfactory overall. There has been a significant improvement since the last inspection with effective procedures in place for assessment in English, mathematics and science. Constant monitoring and assessment throughout the school support pupils' academic progress well. Teachers regularly check on pupils' progress through observations, questioning and tasks. In English and mathematics standardised tests are used regularly to indicate pupils' development against age-related expectations. Teachers use this information to set targets for individual pupils and to identify pupils with special educational needs. Targets are discussed and agreed with pupils and teachers record what individual pupils have covered and understand.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The replies to the inspection's survey of parental opinion are generally supportive. The majority expresses approval of all aspects of the school's work. These parents are happy with the quality of teaching, the progress that their children make, and the fact that the members of staff expect pupils to work hard. However, some are unhappy with homework and with information on how well children are doing at school. A significant minority also feels that the school does not work closely with parents. It must be noted that only one in six parents completed the questionnaire, so that the results may not reflect parental opinion as a whole. Attendance at the meeting with the registered inspector was also low.
43. The quality of information for parents is satisfactory overall. They are adequately informed of the curriculum and what and how well their children are doing through newsletters and parents' evenings. There have been improvements in the school's arrangements since the last inspection. At that time, the annual report of the governing body failed to comply with the law. Reports on children's progress, although meeting statutory requirements, were criticised for being 'less than useful' in identifying what pupils needed to do in order to improve their performance. The school has addressed both issues. The annual report of the governing body meets legal requirements, and pupils' end-of-year reports identify areas for improvement in the core subjects of the National Curriculum. There are still some weaknesses in this area. The quality of written reports varies considerably according to teacher. The best, such as those for Year 2, give parents a good picture of what their children have achieved, and what they need to do to improve. The weaker reports give little indication of pupils' levels of attainment. Those for pupils in the nursery are inappropriately negative in tone and are unsatisfactory overall.
44. The school has recently introduced a very good homework diary (called a "planner") for older pupils. When properly completed, pupils' planners contain a wealth of information on targets, topics to be studied and how parents can help their child with work. However, pupils are not always conscientious about writing them up on a regular basis, and this impairs their usefulness.
45. The school has made satisfactory efforts to develop links with pupils' families. There is a good package for parents of new pupils consisting of the home/school agreement, the homework policy and the assertive discipline policy. These confirm the school's commitment to involving parents as partners in their children's learning. Almost all parents of new pupils have signed the home/school agreement. There is no formal framework for consulting the parent body as a whole. However, parent's views are sought on major issues such as the installation of security railings in the playground. There are informal and on-going discussions between home and school on a wide range of matters. Members of staff are approachable and most parents feel free to meet to talk about their child's welfare and progress.

46. Parents and guardians of pupils with special educational needs are actively involved at all stages of the Code of Practice and are fully involved in review procedures. Parents are supportive of the work of the school and opportunities are provided each term to review progress.
47. Parents' involvement in their children's learning and the life of the school is not well developed, despite the school's work on promoting it. Parents are given good guidance on helping their children with schoolwork. Many respond positively by hearing reading at home and checking and signing homework diaries. They also make voluntary financial contributions towards school trips and extra-curricular activities, and attend class assemblies and school plays. On the other hand, a significant minority of parents is unsupportive of pupils' learning at home. For example, not all pupils are heard to read regularly at home. Parental involvement in the life of the school is also relatively limited. There is no parent teacher association. A few parents act as volunteer helpers in school, in particular in the nursery unit. Their work is greatly appreciated, but their numbers are small for a primary school.
48. In general, the inspection's conclusions match the results of the survey. In the judgement of inspectors the school provides adequate information for parents and has satisfactory links with them, but with some weaknesses. There have been some improvements since the last inspection when partnership with parents was said to be 'sound'. Overall, the school has made satisfactory progress in the last two years.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership of the school is now good and having a positive impact on pupils' achievements. The school benefits from the very good leadership provided by the headteacher, ably supported by the effective senior management team, all the staff and the governing body. This is an improvement from the previous inspection when the management of the school needed to improve. The headteacher has worked very hard on building the team and has set a clear vision and direction for the school. She is very aware about what the school needs to do next to improve still further; this is shared with the staff and governors and has had a positive impact on raising standards. The school's aims and values are reflected in the positive ethos where there are harmonious working relationships and a very strong commitment, and the capacity, to continue to improve.
50. The school has made good improvements since the last inspection two years ago, and is now an effective school. The school has taken positive steps to address the key issues raised in the previous report in relation to management, standards of achievement, teaching and learning, curriculum, planning and assessment. Standards have improved. The Department for Education and Employment (DfEE) have recognised the significant gains in achievement when compared to similar schools. However, although results continue to improve, they do not yet match those achieved nationally, consequently they are still below average. The quality of teaching has improved due to changes in staffing and good support and training from the EAZ, particularly in the teaching of ICT. Monitoring of planning, teaching and learning is good in English and mathematics, but needs to be extended to other subjects. The staff use National Literacy and Numeracy Strategies and national guidance as a basis for deciding what to teach and when. The curriculum is satisfactory overall, but needs to be reviewed to ensure some subjects have sufficient time allocated to them. Planning has been improved and is now good and day-to-day assessment is used well to plan subsequent work. Assessment procedures have improved and are good in English and mathematics; however procedures in other subjects are not sufficient to monitor pupils' progress over time.
51. Delegation to staff of management responsibilities is now good. The role of the English, mathematics, ICT and special educational needs (SENCO) co-ordinators are effective. Other co-ordinators now contribute to the school improvement plan, manage their own budgets and review the curriculum. However, their monitoring and evaluation role is not yet sufficiently well developed. Many are new in post but all support the management structure of the school and are keen to raise standards. The headteacher is responsible for co-ordinating a wide range of subjects of the curriculum, as she was two years ago. This is expected to be a temporary arrangement. The situation is set to improve when the deputy headteacher returns from sick

leave and new members of staff are ready to take on co-ordinator roles. At present there is no co-ordinator to oversee the work of the Foundation Stage. This is a weakness, as the nursery and reception do not totally work as one unit. The SENCO maintains the register of pupils very efficiently. She shares her expertise very well with others and provides regular opportunities for colleagues to share concerns. She has a very clear vision for the development of special educational needs which includes a sharper focus to teaching and pupil progress. Outside agencies are involved well and the governing body is kept well informed by the headteacher, the SENCO and the responsible governor who monitors provision.

52. The governing body is effective, properly constituted and ensures that it fulfils its statutory duties. The governors fully support the headteacher in her vision for the school. They carefully evaluate plans and decisions before they are put into practice. There is a close and open working relationship. Governors are very well informed by the headteacher and co-ordinators and have a very good understanding of the strengths and weaknesses of the school. They appreciate and recognise the hard work and determination from everyone, particularly the headteacher who has guided them through a turbulent period, but are fully aware that there are still outstanding issues to be addressed. All staff and governors are agreed about the school's priorities and that raising standards is central to all that happens in the school.
53. There were shortcomings in the school's financial management and efficiency at the time of the last inspection, namely the lack of planning and monitoring to ensure that spending enhances pupils' attainment. The inspection report also said that the school did not have an efficient system for planning the purchase of resources. The position has improved significantly in the last two years. The acquisition of new resources is now well planned. Decisions on purchasing and spending are made in accordance with the school's educational priorities and the principles of best value are applied well. Although the school's budget currently covers only one year, its longer term financial planning is effective. The governing body and the senior management team have a good idea of what the school's financial situation will be in two or three years time. They are aware of the impact of the projected fall in pupil numbers and have taken steps to address the problem. They have prudently budgeted for a surplus at the end of the financial year in order to provide a cushion against future loss of income. Short term financial planning is carefully linked to strategic plans for improvement. The school's annual budget focuses on addressing needs and raising levels of attainment, particularly in the core subjects of the curriculum.
54. Routine administration and financial control are efficient. The school's systems make good provision for security and financial probity without being unduly cumbersome. Overall, they support teachers in their principal role and do not add to their workload. Financial planning is effectively followed through into practice. Members of staff and the governing body closely monitor actual expenditure and ensure that it complies with the provisions of the budget. The governors and senior management team also evaluate the effectiveness of spending decisions by measuring them against key outcomes, such as levels of attainment. As a result, they have achieved a sound balance of inputs against outputs. The school's unit costs are very high, but when the quality of education and pupils' achievements are taken into account, its gives satisfactory value for money.
55. The school makes very good use of specific funds and correctly applies them to the purposes for which they were granted. The funding available for pupils with special educational needs is spent appropriately in support of their statements and individual education plans. The school directs money from the Standards Fund to where it is most needed; for example, some of it is being used to raise attainment in science. Money from the EAZ has been well spent on initiatives to enhance learning and progress. A significant amount has been used on the training of classroom assistants, and as a result the extent and quality of support for pupils has improved and is now good.
56. Staffing levels are good. The high turnover of staff, which was noted in the last inspection report, has continued but is now stabilising. The school has good procedures supporting newly qualified teachers and for dealing with the induction of new staff. There are good arrangements in place for staff appraisal and performance management. The number and quality of

educational support staff is good, their role in the classroom enhances the quality of lessons and promotes pupils' learning well.

57. The amount of accommodation is good, and it is well maintained. Overall, it provides a stimulating environment for learning. The quality of the outdoor play area for the nursery unit has been improved since the last inspection; however, it is still not used effectively. There is a well-appointed ICT suite which significantly enhances opportunities for teaching and learning in this subject. This has had an impact on the improved standards in the subject. The school makes effective use of new technology both in the office and in teaching. ICT is used well to enrich learning experiences for all pupils, including those with special educational needs. Resources for learning are satisfactory across the school. They are good in English, mathematics, geography and history. Improvements in resources have been appropriately directed to raising levels of attainment in core subjects and ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve standards further, the headteacher, staff and governors should:

- (1) (a) Raise standards in English at the end of both key stages by:
 - Continuing to implement the action plan for the subject;
 - Providing more opportunities for pupils to be involved in speaking and listening activities;
 - Ensuring high standards in handwriting and presentation are promoted by all staff;
- (b) Raise standards in mathematics at the end of both key stages by:
 - Continuing to implement the action plan for the subject;
 - Ensuring pupils' mathematical recording skills are developed;
 - Providing sufficient challenging opportunities for problem solving;
- (c) Raise standards in science at the end of both key stages by:
 - Continuing to implement the action plan for the subject;
 - Providing further opportunities for pupils to be involved in scientific investigation;
 - Reviewing the over dependence on worksheets and copying of experiments from the blackboard.

Paragraphs: 3,4, 5, 6, 22, 25, 50, 66, 68, 69, 73, 75, 78, 79, 80, 83, 84, 92, 130, 131and 132.

- (2) Review and improve the Foundation Stage by:
 - Considering the appointment of a co-ordinator to oversee and offer expertise and guidance to the staff in the Foundation Stage;
 - Improving teaching by:
 - (a) ensuring the pace of lessons is brisker and time is used more effectively and that children are not sat on the carpet for too long and are fully involved in all activities;
 - (b) raising expectations of what children are capable of achieving;
 - Developing systematic planning and assessment systems in the Foundation Stage in order to ensure consistency between the nursery and reception classes;
 - Devising planning that focuses more clearly what it is teachers want the children to learn and how, and improve the quality of experiences particularly in creative and physical development;
 - Ensuring more opportunities are planned and assessed for children to work, play and exercise outdoors;
 - Ensuring language development and role-play are promoted and supported fully by all adults, by greater intervention in children's activities, in both the indoor and outdoor curriculum.

Paragraphs: 19, 43, 51, 57, 60, 61, 62, 63 and 64.

- (3) Improve standards in Religious Education in Key Stage 2 and design and technology and music in both key stages by:
 - Reviewing the time allocated to the teaching of RE, design and technology and music to ensure there is sufficient time to cover the requirements of the curriculum;
 - Providing training for staff to develop their skills, knowledge and understanding;
 - Building on the good assessment and planning procedures in English and mathematics, as subjects are reviewed, in order to develop suitable systems for the subjects;

- Ensuring the subject co-ordinators' role is developed to enable them to monitor teaching and learning.

Paragraphs: 8, 9, 26, 29, 34, 50, 97, 98, 99, 100, 102, 119 - 122, 128, 130, 131 and 132.

In addition the following minor issue should be addressed:

Develop ways that parents can contribute more fully to children's learning at home and in school. Paragraphs: 4, 25, 47, 71 and 72.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	33	41	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	180
Number of full-time pupils known to be eligible for free school meals	69

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	52

Attendance

Authorised absence	%
School data	8.4
National comparative data	5.2

Unauthorised absence	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	14
	Girls	8	8	9
	Total	18	16	23
Percentage of pupils at NC level 2 or above	School	72 (62)	64 (72)	88 (62)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	9
	Girls	8	8	8
	Total	17	21	17
Percentage of pupils at NC level 2 or above	School	68 (72)	84 (66)	68 (69)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	11
	Girls	9	9	10
	Total	19	18	21
Percentage of pupils at NC level 4 or above	School	68 (57)	64 (50)	75 (39)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	9	8	9
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	57 (54)	61 (46)	64 (39)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	153
Any other minority ethnic group	1

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	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.0
Number of pupils per qualified teacher	18.3
Average class size	23.6

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	120.75

Financial information

Financial year	1999/2000
	£
Total income	555,883
Total expenditure	537,147
Expenditure per pupil	2812
Balance brought forward from previous year	30,634
Balance carried forward to next year	49,370

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	191
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	0	3	3
My child is making good progress in school.	42	52	0	3	3
Behaviour in the school is good.	18	67	6	0	9
My child gets the right amount of work to do at home.	30	36	27	0	6
The teaching is good.	61	30	3	6	0
I am kept well informed about how my child is getting on.	33	33	24	9	0
I would feel comfortable about approaching the school with questions or a problem.	67	24	3	6	0
The school expects my child to work hard and achieve his or her best.	67	21	3	6	3
The school works closely with parents.	30	48	12	6	3
The school is well led and managed.	30	55	0	6	9
The school is helping my child become mature and responsible.	45	45	3	3	3
The school provides an interesting range of activities outside lessons.	21	58	9	6	6

Some totals may not add to 100 due to the effects of rounding.

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

59. Children enter the nursery at the beginning of the autumn term following their third birthday. They attend the nursery part-time for either morning or afternoon sessions until the term prior to transferring to the reception class, when they attend full-time. At the time of the inspection there were nine full-time children including a reception age child. They enter the reception year at the beginning of the term in which they will be five. There are currently 26 children in each nursery session, including nine full-time children. In the reception year, there are 21 children. There were 50 children in the Foundation Stage at the time of the inspection. One child in the nursery has a statement of special educational need.
60. The quality of teaching is sound overall in the Foundation Stage with some weaknesses in planning, assessment and the use of resources. On entry to the nursery early assessment indicates children's attainment is well below average for their age in most areas of learning. While in the nursery they make good gains in their personal, social and emotional development and in their physical development. Satisfactory gains are made in communication and language, mathematics, knowledge and understanding of the world and creative development. Attainment remains well below average in these areas and below average in personal, social and emotional and in physical development when they enter the reception year. While in the reception class, children make good gains in mathematics, knowledge and understanding of the world, personal and social and emotional, creative and physical development. Gains in communication, language and literacy are satisfactory. By the time they enter Year 1 children's attainment in personal, social and emotional development and physical development is average, with most children meeting the early learning goals in these areas. Standards are below average in other areas of learning and remain well below average in communication, language and literacy.

Personal and social and emotional development

61. By the end of the reception year, most children meet, and a few exceed, the early learning goals for this area. They have good relationships with each other and adults. They share toys and resources well, for example using the large outdoor wheeled toys and when playing together with small world figures such as the castle. They take turns and tidy away equipment when requested. They are independent, for example when using the toilet and washing hands. Most children concentrate and persevere with tasks set. They help one another and show concern for each other, for example, in role play in Percy's Potting Shed, one boy showed a girl how to use the hammer and drill as they pretended to repair the shed.
62. The quality of teaching of this area is good in the nursery and reception class, enabling children to make good gains in their learning. The adults create a secure environment where children learn respect and consideration for each other. Expectations of how children should behave towards each other are reinforced and praise is used well to enhance children's self-esteem. Good manners are promoted, for example, in the nursery. Children know they must wait their turn when offered fruit and say 'thank you' afterwards. Children are encouraged to take responsibility for tidying away resources at the end of a session. Opportunities are provided for children to select resources and activities independently.

Communication, language and literacy

63. The quality of teaching is satisfactory overall in this area of learning, but some unsatisfactory teaching was observed in the nursery. However, by the time they leave the reception class many children will not have achieved the expected levels, particularly in speaking and writing skills. Speaking and listening skills are not built upon as well as they might be in nursery and in the reception class. There are not enough opportunities created for children to engage in conversations and extend their speaking skills. For example, in role play, there is little evidence of planned adult intervention. When questioning children, adults accept one-word answers without encouraging children to extend their vocabulary and sentence structure.

Children in the nursery spend too long sitting, listening to the teacher without any real involvement. When looking at herbs they sit quietly, listening and eventually become restless and lose interest. Closed questions such as 'Does it smell nice?' provide little opportunity for children to talk at length, and sometimes the teacher answers her own questions because there is a lack of dialogue between her and the children. Children enjoy listening to stories and most children handle books carefully and with respect. In the nursery, they turn pages correctly with the most able using the pictures to tell a story. In the reception class the most able read fluently and with enthusiasm, able to explain what they like in the story. Average readers recall simple text and talk about a favourite book. While lower attaining children are unsure of initial sounds and have little understanding of early learning skills. Not enough attention is given to the needs of higher attaining children when planning work. As a result, some of these children underachieve both in the nursery and the reception class. Most children in the reception class and some children in the nursery write their name independently. A significant number in the reception class know most initial sounds. There are too few opportunities for children to record their ideas and experiences through drawing and writing activities. For example, in the role play area of Percy's Potting Shed in nursery and the reception class, there is little evidence of writing and mark making opportunities. Children spend too long waiting for the teacher to scribe for them in the reception class and many of the higher attainers achieve little in this formal writing session, some losing interest as they struggle to cope with the date. Although some will achieve the early learning goals, many will not by the end of the Foundation Stage.

Mathematical development

64. By the end of the reception year, most children will achieve the early learning goals in number, but are unlikely to meet the early learning goals for all aspects of mathematics. Most count reliably to 10 and some count to 20 and beyond. They count backwards from 10 to recognise numerals 1 to 9 in many cases. In the nursery and reception class, number rhymes and songs reinforce counting skills. Many children identify and name simple two-dimensional shapes but fewer are aware of the properties of such shapes. They acquire appropriate mathematical language such as 'more than' and 'less than' and use sand and water to develop understanding of 'full', 'empty' and 'heavy/heaviest', for example. Activities in the nursery and reception class enable children to sort objects into size, shape and colour. In the reception class they make repeat patterns, printing with two colours or two shapes while children in the nursery create pictures using coloured shapes. The quality of teaching is satisfactory in the nursery and reception class. Sound planning and organisation and good involvement of support staff in children's learning help all children to make satisfactory gains in their knowledge, skills and understanding. Grouping of children by prior attainment for focused activities ensures that tasks are matched to ability and that those with special educational needs are appropriately supported.

Knowledge and understanding of the world

65. Children's knowledge and understanding of the world is well below average when they start in nursery. They make steady gains in learning during the nursery and reception class, but most are unlikely to achieve the early learning goals by end of the Foundation Stage. In the nursery, children learn about planting seeds and flowers. They know that plants and seeds need water and sun in order to grow. They grow cress and grass seeds and make a simple indoor garden. They explore their immediate environment and learn how to find their way about school. They use construction toys and join these together to make models and develop skills in cutting, joining and sticking, for example, making collage pictures on hessian with pot pourri. In the reception class, children develop their skills in cutting and sticking and older pupils use scissors confidently, cutting shapes accurately. They use their senses to explore washing powder, how it smells, feeling its texture and observing changes when water is added. They know that church is a special place for some people and are aware of occasions when people go to church. For example, they role play a wedding, dressing up, making a bouquet and acting out the ceremony. They show increasing awareness of festivals and events in the year such as Christmas, Easter and some festivals from other faiths such as Diwali and Chinese New Year. They extend their knowledge of Bible stories, such as the Nativity. Some children show good control of the mouse when using the computer. Others need a good deal of support to develop these early skills.

66. The quality of teaching is satisfactory overall in the nursery and reception classes, but there are many missed opportunities to extend children's knowledge and understanding of the world. In the nursery, for example, potted herbs are placed on a table for children to choose to observe but there are no magnifying glasses and no adult intervention to extend the learning and promote discussion. There is no provision for observational drawing or painting and children do little at this table as a result. Lack of appropriate resources in Percy's Potting Shed in the nursery and the reception class, together with a lack of adult intervention to extend ideas and imagination results in short-lived play experiences and superficial learning. More attention to planning these experiences would help to develop a greater sense of wonder and curiosity. Missed opportunities to extend literacy and numeracy through role play limit the progress made. A balance of directed and free choice activities promotes independence in building, joining, sticking and cutting for a variety of purposes.

Physical development

67. Children make satisfactory progress during their time in the Foundation Stage so that by the time they are ready to start in Year 1 the majority of children achieves the early learning goals in this area of learning. Considerable progress has been made in addressing the criticisms of the previous report about the lack of suitable resources and, as a result, resources have improved and planning for play has improved to some extent, but still focuses on the activities, rather than what is to be learnt. In the nursery and reception class, children have daily access to the outside area and a good variety of activities. In the nursery, children climb on the apparatus and use a variety of wheeled toys with confidence. They explore the sandpit where activities have been planned. Children in the nursery use the hall and role play stories such as 'The Enormous Turnip'. Good support from adults, including parent helpers, enable all children to participate well.
68. In the reception class, there is little development in the outdoor play. The same resources and experiences are offered with the addition of obstacles to ride around. There is too little intervention in this play by the adults to develop and extend children's skills and imagination. At times, a lack of awareness on the part of the staff, for example, 12 children at some time in the sandpit, limits the quality of some experiences. Some higher-attaining children underachieve as a result. Children are encouraged to change independently for physical education. The pace of this is rather slow and reduces activity time. Reception children use the hall with increasing awareness of space and safety. They listen to instructions and stop on a given signal. Basic routines are reinforced well by the teacher and skills of skipping, jumping and hopping are carefully taught. Children enjoy physical activity and are fully involved in the lesson. Good support enables the children with special educational needs to achieve as well as other children, but more challenge could have been provided for higher attainers through more demanding tasks. Most children run, jump, skip and hop with the expected level of competence. They balance with satisfactory control and co-ordination. Children demonstrate satisfactory control over a range of tools for writing and painting. They use scissors with reasonable skill and most control the mouse satisfactorily when using the computer. The quality of teaching and learning is satisfactory overall.

Creative development

69. By the end of the Foundation Stage skills in this area remain below average because there are too few opportunities for children to express their ideas imaginatively and creatively. The learning environments in the nursery and reception class are orderly, but lack of exciting displays to stimulate imagination do not reflect a rich and varied range of experiences through a wide variety of media. In the nursery, children use gummed shapes to create pictures. They paint pictures but there is little opportunity to select brush size or mix paint for themselves. Story friezes of 'Jack and the Beanstalk' and 'Mary, Mary's Garden' involve children in painting and collage, but this is heavily teacher directed. Collage designs on hessian using pot pourri are over-directed by the adults which limits children's opportunity to develop their creativity. In the reception class, children create painted and collage garden designs and stitch flower designs on hessian with much support from adults. They print with shapes and create gummed shape pictures and use a range of collage material to create a picture of the bride

and groom. While these tasks are satisfactory, they do not build on earlier skills sufficiently or extend the range of experiences offered in the Foundation Stage. Simple modelling from recycled material is evident in the nursery and reception class. Standards in singing are below those expected for this age. In the nursery, children had little opportunity to make choices because they were over-directed by the teacher. Skills in percussion are not developed enough because children do not have regular opportunities to explore instruments, learn the names of instruments and perform for others. Skills in making music are well below average. Children in the nursery and reception class have a satisfactory repertoire of rhymes and songs, but there is insufficient emphasis on the developing of singing skills. Role play situations such as Percy's Potting Shed are not always sustained because learning objectives are not clear and there is too little teacher intervention to develop and extend imaginative play. However, provision for play has improved since the previous inspection, although further work is needed to ensure rich quality experiences.

70. Since the 1999 inspection, improvements have been made to the provision for indoor and outdoor play. Planning has been developed to include planning for play. Planning shows attention to the early learning goals, but is still driven by the activities rather than the learning objectives. Improvements to role play provision and the range of free and structured play activities is evident. However, too often there is a lack of adult intervention in the play to develop imagination and extend thinking skills. While learning environments are tidy and organised they lack excitement and stimulation for young children. Closer liaison is needed to ensure greater consistency in planning, assessment and record keeping to improve progression throughout the Foundation Stage.

ENGLISH

71. The previous report indicated that standards in English were well below average at the end of both key stages. However, the inspection report did acknowledge that there had been some improvement in National Curriculum tests and standards were improving in all aspects of English. The school has made good progress in all aspects of English and standards have improved and are still improving. These better results are associated with the effective implementation of the National Literacy Strategy, which is used well for a scheme of work. There has been a strong commitment to raising attainment in the school by staff and governors, with literacy as a high priority in the school improvement plan. There has been strong leadership in this area and the co-ordinator and headteacher have been involved in the monitoring of planning, teaching and learning. The quality of teaching has improved and there are now good procedures for assessment, and effective use is made of the information gathered to set school, group and individual literacy targets. Planning has improved, with clear learning objectives set and shared with pupils, which help them to be aware of their own learning.
72. Children enter the nursery with well below average attainment in English. They make satisfactory progress through both key stages and by the age of seven and 11, overall attainment, including that of pupils with special educational needs, is below the national average. In Years 2 and 5, many pupils are making good progress. Overall standards are still below average because too few pupils reach the higher levels in English. However, this is a good improvement since the last inspection.
73. The results of the National Curriculum tests carried out in 2000 show that seven-year-olds attained standards in reading and writing that are in the lowest five per cent, when compared to the national average. Compared with schools with a similar proportion of pupils eligible for free school meals, the results are well below average. There are no significant differences in the attainment of boys and girls. However, standards are rising particularly in Year 2 as a result of good teaching and pupils with positive attitudes towards learning. This represents an improvement from 1999. It is the lack of pupils reaching the higher levels that depresses the overall scores, although in the present Year 2 there is a significant group of pupils who are clearly achieving at level 3.
74. The results of the National Curriculum tests carried out in 2000 show that 11-year-olds attained standards in English that were below the national average, Compared with schools with a

similar proportion of pupils eligible for free school meals, the results were average. There was no significant difference between the attainment of boys and girls. Standards are improving, especially in writing, which is used well across the curriculum and develops pupils' individual research and study skills effectively. The rate of improvement has been greater than the national trend, particularly from 1999 and targets set were exceeded. Higher targets have been set for the current Year 6 that are just likely to be met, with a significant group likely to achieve level 5 in the tests. However, there are a significant number of pupils with poorer attitudes towards learning. This hampers their progress, and consequently the standards they achieve. However, standards still remain below average at the time of the inspection because of the significant number of pupils with special educational needs, including a group of particularly disruptive pupils, in Year 6. In addition standards are affected adversely by the high level of pupil mobility.

75. Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. There are a few pupils, however, who have below average standards because of unsatisfactory attitudes in discussions, where they are disruptive and interrupt others when speaking; others have difficulty verbalising what it is they want to say because their vocabulary is limited. This is particularly evident in Year 6, despite good teaching. For example, in religious education pupils struggled to express their opinions about the meaning of a song, although good resources and imaginative strategies were used by the teacher. Teachers have a good understanding of the National Literacy Strategy and encourage pupils to use appropriate vocabulary in literacy and in other subjects, such as mathematics, history and geography. In some subjects, science for example, predictions are often superficial as weaknesses in oracy skills impede the progress of a significant majority of pupils. Lower attaining pupils make little use of scientific vocabulary and explanations do not always make sense. Teachers use questioning skilfully, to promote speaking and listening and to elicit responses from pupils. Good opportunities are offered in Year 5 for pupils to communicate with one another during 'circle time'. Ground rules are set very firmly that establishes each pupil's right to talk and be listened to. A further example of good teaching was also observed in Year 5, when pupils were put in the position to be questioned and answer in the role of a Victorian chimney sweep. Pupils demonstrated careful listening by answering the questions well and adapting their speech for the purpose of the exercise. Such opportunities, as these, together with debating and drama are limited. In Year 2, pupils are given good opportunities to explain their work and whether they have achieved their learning objectives in the lesson.
76. By the end of Key Stage 1, standards in reading are just below average, with a significant group of pupils reaching higher levels. Standards are rising and good progress is made, particularly at Year 2. Pupils are benefiting from the introduction of the literacy hour and the increased focus on literacy. Teachers organise shared text sessions well with a good range of suitable texts, both fiction and non-fiction. Higher attaining Year 2 pupils successfully search for adjectives to describe the hedgehog in reference books, in order to complete comprehension exercises. A high focus on reading is helping to raise standards for all pupils, including those with special educational needs. They have particularly good support from the classroom assistant in Year 2; this is helping them to make at least satisfactory progress in their reading. By the end of Year 2, most pupils have a good understanding of the role of the author and illustrator and the contents page and index. Higher attaining pupils have good dictionary skills and understand where letters come in the alphabet, and how to find words using up to the third letter. A lower attaining pupil enjoys the humour in the story and confidently retells her story using graphics and text to illustrate her ideas.
77. By the end of Key Stage 2, pupils' attainment in reading is still below average, with satisfactory progress being made across the key stage. A few pupils are attaining the higher levels, but too few to raise the standard overall. Some pupils do not have enough practice reading at home; this hinders progress. Pupils have a secure knowledge of library terms such as contents, index and glossary. Few pupils have the skills to read challenging texts or read with deeper meaning, consequently standards remain below average. Pupils use their reading skills in literacy and other subjects, for example in history in Year 5, when they find evidence about Victorian life in reports and books. In a Year 4 lesson on poetry structures, pupils find rhyming words in the poem, having looked carefully at the text.

78. In addition to the guided reading sessions in the literacy hour, teachers include reading activities at other times to ensure pupils have sufficient practise. Teachers assess pupils' reading ability during group reading sessions, identifying strengths and weaknesses; this provides valuable information for planning future work. Good individual records of pupils' reading skills and strategies have been developed and used to chart progress. Books are taken home on a regular basis, although older pupils are heard read less frequently at home than younger pupils. This hampers their progress.
79. Inspection evidence from lessons, the scrutiny of work and school monitoring indicate that by the end of both key stages, writing is below the national average with a few pupils reaching the higher levels. All pupils, including those with special educational needs, make satisfactory progress, with some good progress being made in Years 2 and 5. Throughout the school regular extended writing sessions are held outside the literacy hour. This strategy is proving beneficial and some pupils are beginning to make good progress with their writing, and standards are beginning to rise. Teachers offer their pupils a good range of work within literacy and across the curriculum. They encourage their pupils to write in a variety of forms. Standards at the end of both key stages are still below average because pupils do not use interesting vocabulary, extended sentences or more advanced punctuation and handwriting and presentation is variable; this is mainly in Key Stage 2. Unsatisfactory attitudes to learning by a few in Year 6 also hamper progress being made.
80. In Key Stage 1, pupils write lists and label diagrams in science in Year 1, and write accounts of Katie Morag and her island life in geography in Year 2, using appropriate vocabulary. ICT is used for word processing poems, with pupils choosing different fonts and styles to complement their work. Most higher and average attaining pupils use a joined script with letters correctly orientated. The lower attaining pupils write in simple sentences, mostly using capital letters and full stops. Ideas are developed through short stories in a logical sequence and higher attainers write with a good awareness of the audience. Good teaching of word sounds has helped to improve spelling, as seen in pupils' work since September. They use their knowledge gained in the literacy hour satisfactorily.
81. By the end of Key Stage 2, a good range of work is covered and pupils write in appropriate styles, including instructional text, plays, letters and reports in literacy and in other subjects. For example, Year 3 pupils write out a menu for a feast in Ancient Greece and Year 4 pupils set out their work appropriately when writing about the habitats of woodlice in science. There is good use of suitable descriptive language by Year 5 pupils, when they retell the story of Medusa in their work on fables, myths and legends. By the age of eleven, higher attaining and average pupils have a satisfactory knowledge of grammar and punctuation. They write sustained stories with satisfactory attention to characterisation and plot. Through skilful teaching in a lesson, many understand the use of clauses and how to structure sentences correctly, also how to add similes and connectives to add interest to their writing. However, weaknesses in literacy skills of a few pupils sometimes impede their ability to record their findings in some subjects, such as science.
82. Overall, teaching is good and this has a significant impact upon pupils' learning and the progress they make. All teachers have worked hard to implement the National Literacy Strategy, which they do with good understanding of the requirements of this strategy. Their subject knowledge and understanding are good, as is their competence to teach basic skills; this help pupils make progress, for example, in their use of letter sounds. Overall planning is good and the needs of pupils with special educational needs are well provided for. Classroom assistants have been well trained and offer good support to all pupils, but in particular those with special educational needs. Most pupils enjoy literacy and their attitudes to the subject are usually good. Teachers challenge pupils to think carefully. They use good questioning skills and encourage pupils to listen carefully and value the spoken contributions of fellow pupils, as illustrated in Year 5 'circle time'. Day-to-day assessment procedures are used well, and marking is helpful in enabling pupils to know what they need to do next in order to improve. All pupils have literacy targets for their group, which are reviewed regularly. This helps pupils to be aware of their own learning and what they need to do to improve. Good reference is made to the targets during lessons. In the best lessons many pupils meet the high expectations of their teachers. Pupils work with a reasonable pace and concentrate whilst completing their

work. It was evident from the sample of work that a few pupils do not give of their best and presentation and handwriting are not always good enough, nor is the amount of work sufficient. Lessons are less successful when disruptive pupils divert an inexperienced teacher's attention from the lesson, as in the case of a few younger pupils. Although a few Year 6 pupils are disruptive and challenging, the teacher is very experienced and handles the situation with a minimum amount of disturbance. Teachers use homework appropriately to reinforce and extend work in lessons.

83. The co-ordinator who was away on sick leave during the inspection, has provided good leadership for the subject, and ensured the priority of raising achievement to be met. He, along with the headteacher, has monitored the effectiveness of teaching, learning and planning. The school has made good improvement in the subject and is in a powerful position to continue to improve the standards pupils achieve.

MATHEMATICS

84. The results of National Curriculum Tests carried out in 2000 show that seven and 11-year-olds attained standards that were well below the national average for all school. When compared with schools with a similar proportion of pupils eligible for free school meals, the results were below average. Mathematics has shown a steady increase in standards, although the proportion of higher attainers has remained well below average. Targets set for the number of pupils expected to achieve Level 4 in mathematics were exceeded, although very few pupils attained the higher Level 5. Higher targets have been set in mathematics for the current Year 6 that are likely to be met. Pupils now have a greater understanding of the levels that they are expected to attain and most work hard to achieve their targets. Inspection evidence indicates that standards are improving. The scrutiny of samples of work that pupils have completed this year, the observations of lessons and discussions with pupils show that pupils in the current Year 6 and Year 2 work below the level expected nationally. Overall standards are depressed because of the significant number of pupils with special educational needs, including a group of particularly disruptive pupils, in Year 6. In addition standards are affected adversely by the high level of pupil mobility. The introduction of the National Numeracy Strategy has helped to improve the quality of teaching, which has improved considerably. This has helped to raise the level of pupils' mathematical language and application of skills that are developed well throughout the school. This is a satisfactory improvement since the last inspection and is having a positive impact on the standards, which are rising.
85. Many pupils have low levels of mathematical knowledge and understanding when they join the school. Most pupils make satisfactory progress and pupils with special educational needs make satisfactory progress in relation to their prior achievements. They are supported well in their learning and work is matched to their ability. The school places an emphasis on pupils' numeracy skills and they do their best in number work. At Key Stage 1 many pupils round up or down numbers up to 100, but fewer pupils can solve problems using numbers up to 1000. Some pupils sequence numbers involving hundreds, tens and units. They have a good understanding of symmetry and know many of the properties of two- and three-dimensional shapes. Pupils are less sure in recording their results independently and some pupils solve problems mentally. Pupils are becoming more secure in recording their results independently although some pupils are less secure in applying their mathematical problems. The higher attainers are confident at doing this.
86. By the end of Key Stage 2 most pupils understand place value to thousands and have a sound recall of table facts. Most pupils 'round' numbers to hundreds and thousands and estimate with increasing accuracy. They use co-ordinates to determine position and good cross-curricular links are made with geography. They understand negative and positive numbers when exploring temperatures. Higher attaining pupils use co-ordinates well when investigating all four quadrants. They measure and calculate angles accurately, calculate scales and have a good understanding of perimeter and area. Lower attaining pupils understand the operations necessary when confronted with key words such as shared between, altogether and difference. Lower attaining pupils have difficulties in interpreting simple instructions related to area, for example, when they are asked to draw a square with a specified area. Pupils in both key stages discuss their activities and explain their thinking. By 11, pupils use a range of

strategies to solve problems. They apply their mathematical skills with increasing proficiency and explain what they are doing. Progress made is satisfactory across the school.

87. The good progress that pupils make in lessons is due to good quality teaching and all the lessons observed in the inspection were at least satisfactory. Many were good while teaching in Year 5 was found to be very good. There has been a significant improvement in teaching quality since the last inspection and the co-ordinator has worked hard to improve teachers' knowledge and understanding of the subject. In the very good lesson, pupils are encouraged to make decimal numbers in their own way. They use resources well and tasks are matched well to their ability. Where the pace of learning is slower, the expectations of pupils are less demanding and their work output is more limited. In one successful lesson, Year 2 pupils made good progress in using mathematical vocabulary to describe direction and movement. They successfully drew and recorded paths for the mouse to follow the cheese.
88. The teachers are familiar with the National Numeracy Strategy, which they apply effectively. Identifying what is to be learnt in the lesson is shared effectively with most pupils at the outset. The quality of planning is good and the use of clear questions at the end of sessions is a strong feature of the best lessons. Teachers manage pupils and resources efficiently, especially during the main teaching activities. They use a good range of mathematical vocabulary, which results in most pupils making effective use of the correct terminology when talking about their work. Teachers are setting targets for pupils, which are shared with them and help them to be aware of their own achievements. They use good methods to make learning interesting. Sometimes there is insufficient challenge in the problem solving and pupils recording skills are less developed.
89. Literacy skills are developed well in mathematics lessons and the pupils' ability to use ICT to develop their mathematical knowledge, skills and understanding is effectively developed. Pupils also use mathematical skills to help learning in other subjects such as drawing graphs and recording information in science, history and geography.
90. The school has made good improvement to mathematics since the last inspection. The co-ordinator has provided very clear educational direction for the subject and standards are improving. The mathematics curriculum has been reviewed and there are good assessment procedures in place. Sometimes the recording of pupils' works does not match the good development of their oral skills.

SCIENCE

91. Pupils' results at the end of Key Stage 2 National Curriculum tests in 2000 were well below the national average. When compared with the results achieved by schools with pupils from similar backgrounds they were broadly average. The percentage of pupils reaching the level expected of most 11-year-olds was well below average, but the percentage reaching the higher level 5 was close to the national average. This represents an improvement on the low standards reported when the school was last inspected in 1999. The trend in the school's science results has been broadly in line with that found nationally. At the end of Key Stage 1 in 2000, teachers assessed pupils' performance as well below the national average. Although not as high as they should be, standards have improved as a result of a structured scheme of work being in place, careful planning and greater attention to investigative work. Standards are affected adversely by the high level of pupil mobility.
92. Evidence from inspection of pupils' work indicates that standards are still below average at the end of both key stages. Pupils make satisfactory progress overall, although within the key stages progress is uneven. In Key Stage 1 it is stronger at the end of the key stage where progress is good. In Key Stage 2 there are weaknesses in Year 6 due to the negative attitude of a significant minority of pupils. Progress is stronger in Year 5. There is no significant variation in the performance of boys and girls.
93. The good support received by pupils with special educational needs from well-trained classroom assistants helps them to make satisfactory progress towards targets set in individual education plans.

94. By the end of Key Stage 1, most pupils have some understanding of how materials change when heated, but they do not understand what the changes in the materials are. Explanations are limited in most cases to changes in colour. Very few appreciate changes in texture or consistency, such as in an egg. In a written task during a lesson showing food before and after heating, some pupils thought the raw egg would melt on heating. A few higher-attaining pupils understand that some changes are reversible such as melted ice becoming water can be frozen again into ice. Most pupils have a limited understanding of natural and man-made materials, although most higher attainers are able to sort materials with reasonable confidence. Most pupils recognise and name external parts of the body and label a plant and tree accurately referring to 'leaf', 'flower' and 'roots', but lower-attaining pupils fail to label diagrams. Assessment shows that many pupils are not yet confident with simple classification, but high attainers are able to classify plants and animals. These pupils recognise similarities and differences between humans, but many other pupils have limited observational skills to describe visual appearances of different humans. Most pupils have some awareness of the dangers of electricity. They know that many everyday appliances use electricity but few are able to describe a simple electrical circuit. They have a limited knowledge of experimental and investigative science with most of this work very directed by the teacher. They do not carry out investigations with the independence expected and few make meaningful predictions.
95. Although introduced to the term 'fair testing' understanding of this is limited. Evidence shows experience of different recording methods such as tallying, graphs, bar charts, surveys and diagrams, but a significant majority are hampered by their limited literacy skills.
96. By the end of Key Stage 2, most pupils have some understanding of how to separate solids and liquids and higher attainers use scientific vocabulary for this with understanding. Average and below average pupils have difficulty explaining in scientific terms how to separate materials from a solution by evaporation and filtration. There is limited understanding of terms such as 'soluble' and 'insoluble'. Most pupils recognise the need for fair tests, make predictions and present their observations and conclusions using tables and bar charts. Predictions are often superficial and limited recording skills, together with weaknesses in other literacy skills, impede the progress of a significant majority of pupils. Lower attainers make little use of scientific vocabulary and explanations do not always make sense. Most pupils understand that plants need warmth, oxygen and water to grow. Many know the purpose of roots, leaves and flowers. Most pupils have a sound understanding of how to create a circuit, draw and label correctly a circuit diagram and identify good and poor conductors of electricity. Weaknesses in literacy skills again impede pupils' ability to record their findings. Too often accounts are shared, writing exercises copied from the board and, although there is evidence of whole school investigations such as soap powder experiments, and more emphasis in investigative work. In many cases over-direction by teachers and the constraints imposed by worksheets make pupils' roles in investigative science too passive. The attitude of teaching and learning varies within Key Stage 1. It is good at the end of the key stage, but unsatisfactory teaching was observed in Year 1. In Key Stage 2 it is satisfactory overall with very good teaching observed in Year 5 and good teaching seen in Year 3. Where teaching is good or better it is because teachers have high expectations of their pupils. Their own good subject knowledge leads to challenging tasks and learning is fun.
97. This was the case in a very good lesson seen in Year 5 where pupils were required to conduct an investigation to discover which materials muffle sound best. Thorough planning and preparation of resources in the hall and clear learning objectives shared with pupils ensured all were clear about the task. The teacher's high expectations of behaviour and standards were clearly understood by pupils. Pupils were able to make decisions and select the best resources to use because the teacher allowed them to make choices. They worked together in small groups very well, organising themselves independently. Well motivated by the teacher's lively introduction, pupils worked with sustained effort. The very effective questioning by the teacher and expectation of independent learning led to good gains in learning by all pupils in this lesson. Instructions and explanations were specific and pupils understood what is expected of them. Weaker teaching is largely a result of ineffective management of pupils. As a result, pupils are not supported in their learning and gains in their knowledge and understanding are unsatisfactory. The pace of these lessons is also adversely affected and results in insufficient

work being covered. The negative attitude of a few pupils, particularly in Year 6, results in much lesson time being devoted to management issues at the expense of learning.

98. The school now has a satisfactory scheme of work in place, introduced since the previous inspection. Appropriate planning ensures all aspects are covered. Another development since the previous inspection is the appointment of a co-ordinator for science. Whilst she lacks experience at present, she has started to identify some of the strengths and weaknesses in the provision, such as the need to develop further investigative science. She does not monitor teachers' planning regularly, but does monitor termly or half-termly investigations from the recently introduced published scheme that pupils carry out. The monitoring role, including the monitoring of teaching, has yet to be fully developed. Satisfactory arrangements are made for assessing pupils' work and suitable records are maintained. This information is used to some extent when planning future work. There is evidence of the use of mathematics for example, when constructing graphs and tallying to enhance work in science. The limited skills in literacy of many pupils impedes progress, particularly when reporting on practical activities undertaken. The use of ICT to support scientific enquiry is limited. Although investigative science has been a focus since the previous inspection, further work is needed on this aspect of science which is heavily teacher directed and worksheet-driven in many cases. There is an over-reliance on extensive copying from the board at the expense of practical investigation and experimental science. The school has addressed the issue of resources identified in the previous inspection. These are now satisfactory.

ART AND DESIGN

99. Unfortunately due to timetable limitations, art and design was not taught during the inspection. All the available evidence shows that standards in art and design are in line with national expectations at the end of each key stage, as was the case previously. However, the provision has improved with the adoption of the national guidance and most areas of work are represented, but clay work and the multicultural dimension are not as strong as some other areas, such as observational art. This is beginning to make an impact on the range of experiences, and progress pupils make. However, because art and design is not taught systematically throughout the year the development of pupils' skills and standards suffer. The subject makes a good contribution to pupils' spiritual and cultural development, through the richness of interesting and stimulating displays of pupils and other artists' work. There has been an increase in the range of resources provided in lessons and materials and artefacts used to display the pupils' work in imaginative and creative ways.
100. At Key Stage 1, pupils develop a satisfactory range of skills using a variety of media and techniques. Younger pupils have access to paint and collage and many learn how to mix colours and apply paint with care. This was illustrated in the work the Year 2 'art club' children produced, when they used aboriginal art techniques to paint their own animal pictures in a similar style. However, not all pupils take up these opportunities and some of the brushwork skills in other work was not of this high standard. This is due to the lack of regular lessons in which pupils can build upon their skills. The use of ICT is beginning to make a good contribution to art and design. For example, Year 2 pupils used a graphics program with creativity to produce covers for books illustrating different animals and fish.
101. It is evident that by Year 6, pupils have had a satisfactory range of experiences upon which to build their knowledge of art and design and of the work of well-known artists, although their experiences are usually confined to western art. The use of sketchbooks is inconsistent, but where they are promoted well by the teacher, it is evident that pupils have made good progress. They were used particularly well in the Year 5 study of Viking artefacts, where pupils had good opportunities to experiment with a variety of pencils. This helps to raise the quality of work. Use of shading, and other techniques using a range of pencils, help pupils produce good quality detailed observational drawings of carved heads from Viking longboats and a warrior's helmet.
102. The subject co-ordinator is well aware that the subject has not had the high priority that she would have liked, as the school has been concentrating its energies on raising standards in literacy and numeracy. During the academic year of 2001 – 2002, art and design is designated

as a priority in the school improvement plan. Meanwhile promotion of art and design through assemblies, visits to art galleries, such as the Usher Galley and parks where there are sculptures, enhance pupils' experiences. For example, Year 2 pupils visited Boulevard Avenue Park and attempted to recreate the sculptures in a wide variety of natural resources, such as twigs and leaves. An extra-curricular art and design club gives pupils of all ages opportunities to explore different techniques, including three-dimensional work, such as the Year 3 work on wire and plaster figures. They contribute effectively to displays around the school. The co-ordinator is enthusiastic and is providing a clear direction for the subject. She has begun to collect work from across the school and monitors work through displays. Coverage is assured through the use of national guidelines but will be reviewed next year. She does not formally monitor teaching and learning but offers advice and support to less experienced teachers. There are as yet, no formal systems for assessing pupils' skills or progress over time.

DESIGN AND TECHNOLOGY

103. Standards of work in design and technology are below those expected nationally for pupils of seven and 11 years of age. This represents a decline since the previous inspection when standards were found to be sound overall in both key stages. The major weakness is the lack of time allocated to the subject which does not enable sufficient coverage of the programmes of study. Additionally, teachers lack the necessary skills, knowledge and understanding and, as a result, most lack confidence in their ability to teach the subject. Consequently, pupils' progress is unsatisfactory.
104. By the end of Key Stage 1, pupils design and make puppets. Higher-attaining pupils label their design and identify which materials they have used, but few explain the process for making puppets. There is little understanding of the evaluation process with few pupils able to identify what they have noticed, aspects they found difficult or ways in which their products could be improved. Pupils in Year 1 make use of ICT to construct a pictogram showing a survey compiled about choice of fruit. In this lesson pupils develop awareness of safety when using tools such as knives and awareness of food hygiene, understanding the importance of washing hands before handling food. Pupils do not have the expected skills in planning, annotating and evaluating designs by the age of seven, nor do they have access to a wide range of tools and use these confidently. This is because too little time is allowed and teaching and learning as a result is superficial.
105. By the end of Key Stage 2, pupils design packaging for cereals and conduct a survey to find out which bread is best for making sandwiches. They show understanding of what a test means and develop their vocabulary to express results as well as using a scale of 1-5. They use this vocabulary correctly in their evaluation of the different types of bread. The restricted time for the subject means that skills, knowledge and understanding are not acquired and built upon systematically. There is little evidence of pupils' skills in planning, designing and evaluating in Key Stage 2. Pupils do not have the skills normally found at this age to work with a wide range of materials and tools to make quality products. There is little opportunity to utilise electrical and mechanical components in designing and making tasks. Pupils have limited skills in working with textiles and foods. Such skills are not built upon systematically. There is little evidence of the use of ICT in Key Stage 2 to collect and process information. There is a lack of opportunity to investigate how mechanisms using a range of equipment can be utilised to make things move in various ways.
106. The quality of teaching and learning is unsatisfactory at both key stages, although in the two lessons seen, teaching was satisfactory in Key Stage 1 and good in Key Stage 2. Teachers are unable to follow the recently introduced national guidance because of time constraints. This does not provide a broad and balanced curriculum. Many teachers lack knowledge and understanding in the subject to ensure that skills and techniques are carefully taught and systematically developed alongside knowledge and understanding. In the good lesson seen, pupils in Year 3 defined terms such as 'texture' when testing bread to find the best for sandwiches. They showed great interest in the test and there was a general buzz of enthusiasm as they made their discoveries. Pupils worked well together and were well motivated by the task.

107. Pupils with special educational needs were well supported by classroom assistants and shared their findings with them. Effective questioning in the plenary session reinforced pupils' learning and progress. The lesson had good pace and a sense of purpose. As a result, pupils made good gains in their learning.
108. The recently appointed subject co-ordinator is well aware of the shortcomings in design and technology. She knows what has to be done and has the ability to effect this. At present, she is unable to carry out her role efficiently because of the weaknesses in the subject, largely to do with the amount of time allocated and the training needs of teachers. There is no formal assessment strategy in place and no system for the checking of teaching and learning. The subject is a priority in the autumn term 2001 and the co-ordinator expects to review the policy at this point and feels it should have a much higher priority from this point.

GEOGRAPHY

109. The last time the school was inspected, standards in geography were below average by the age of seven and well below average by the age of eleven. Since then they have improved to being in line by the end of both key stages. Good progress has been made in developing the pupils' geographical enquiry skills and mapping skills, especially at Key Stage 2. This has been achieved as a result of better teaching following in-service training.
110. By the end of Key Stage 1 the pupils have a good knowledge of local places. This is due to good teaching, which focuses well on pupils' knowledge of the local area. Pupils extend their geographical skills by plotting routes on maps. In Year 2 their literacy skills are developed well as they describe seaside places.
111. The good learning in Key Stage 1 is carried forward through Key Stage 2. There is a steady development of pupils' atlas skills and in Year 3 they are gaining a secure understanding of climatic zones. Their display work features a good range of work showing hot and cold climates and there is a good development of pupils' geographical vocabulary. Pupils learn to measure distances on maps and design new plans for the playground in Year 4. Good links have been forged with Gijon in Spain and pupils' literacy skills are developed well by the teacher as they write questions for their pen pals. By Year 5, pupils have used the Internet to find websites for Asturias in Spain. The teachers make very effective use of resources resulting in good quality work on settlements, including Lincoln. Year 6 pupils produce good quality map work in connection with their study of St. Lucia.
112. The overall quality of teaching is good. Lesson objectives are shared with pupils and activities are planned appropriately for the needs of groups of pupils, with low attaining pupils given good support. Where teaching is good, questioning, particularly at the end of lessons is used effectively to check what pupils understand and can do. In the lessons observed, the development of mapping skills and a growing knowledge of the locality was evident. In addition the lessons had good cross-curricular links.
113. The co-ordinator has a clear vision for the future and provides good clear leadership in this subject. The curriculum coverage is good and it is broad, balanced and relevant to the needs of the pupils. There is good use of ICT to support learning and there has been good development of pupils' mapping skills. Assessment procedures have been improved and satisfactory details are kept of pupils' progress.

HISTORY

114. By the ages of seven and 11, pupils achieve standards similar to those found nationally. Standards have been maintained since the previous inspection. The quality of teaching has improved to being good overall and there is a good quality curriculum in place.
115. By the age of seven, the pupils develop their knowledge and understanding of the lives of people in the past; for example they know about the life and achievements of Florence Nightingale and Mary Seacole. They learn and recognise that their own lives are different from those in the past and know how to use the computer and books to research topics such as the

'Great Fire of London'. This work leads well into Key Stage 2. At age 11, pupils have a satisfactory knowledge of key dates and events in British history. They develop and use this well as shown in a Year 5 lesson, when they explored the background to public health in Grimsby in Victorian times. They were stimulated by the wide range of resources that the teacher had provided for them. At both key stages the pupils' sense of time is developing well. In Key Stage 1, pupils show this when they talk about parents and grandparents to make comparisons between past and present in family life. At Key Stage 2, Year 3 pupils have a good understanding of the fishing industry in Grimsby in the 1950's. Year 4 pupils have studied the life and background to King Henry VIII and Year 6 have studied the marvels of Ancient Greece and the Tudor period.

116. Teaching and learning overall is good with some very good teaching and learning observed in Key Stage 2. There are good links with geography, which helps pupils to understand what life was like in their locality in the past. This was evident in a very good Year 3 lesson where pupils experienced a lively and informative session on filleting fish, making direct links with a recent visit to the National Heritage Centre, where they learnt about the history of the fishing industry. Through well-prepared pictures, resources and activities, pupils in Year 2 learn about the life of Samuel Pepys and compile their own information books on the 'Great Fire of London'. They apply themselves well and show much interest in their work. In a very good Year 5 lesson, pupils demonstrated how they were able to make comparisons that illustrated change in Grimsby through a mixture of good individual research and a skilful mixture of challenging questioning, prompting and explaining by the teacher.
117. There is a good shared approach to the delivery of the subject across the school. Staff have a good subject knowledge and understanding and make full use of a good range of resources. Good use is made of ICT to support pupils' learning. Their experiences are further enriched by a wide range of planned trips and visits for example Year 4 pupils visit to Gainsborough Old Hall and Year 5 visit to Jorvik Centre in York.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. By the age of seven and 11 pupils achieve standards similar to those found nationally. They make satisfactory progress as they improve their computer skills, and revise and evaluate their work.
119. Work in the ICT suite is a strength. The expertise and good quality teaching and planning influenced by the very good leadership of the ICT co-ordinator is raising standards. All year groups are making satisfactory progress because of this. Using the expertise of specialist ICT teaching from the Education Action Zone is helping less confident teachers improve their subject knowledge, resulting in more challenging work in lessons. The provision of up-to-date resources is improving the breadth of learning. In addition a careful choice of software ensures that skills are being built upon year by year.
120. In Key Stage 1 the standards are in line with those expected for the pupils' age. This is mainly the result of good teaching. The teachers have good knowledge and are able to ensure that an appropriate range of work is provided for children. They show good expectations of the pupils and are able to teach them the basic skills of ICT. Year 2 pupils are able to program a moving toy in mathematics and put data into the computer to produce a graph. They are able to organise their information so that there is an appropriate order to data. The pupils use different fonts, size, style and colour when word processing.
121. The attainment of pupils aged 11 years is in line with expectations for their age. Pupils use e-mail to communicate messages and use ICT systems to control events. They use ICT-based models and simulations to explore pattern and relationships. There is good teaching of skills throughout the key stage. Year 3 pupils can make a screen turtle move, while Year 4 pupils make good progress in being able to predict what they think a command will make the screen turtle do. As a result of good teaching and high expectations in Year 5, pupils are able to make good progress in creating a bedroom for two children to share.

122. Pupils are well motivated by the lessons and resources in the ICT suite. From a young age they work well in pairs sharing ideas and resources. There is a good application of pupils' ICT skills across the curriculum and when given the opportunity pupils can use the skills they have previously learned well in lessons. For example, younger pupils control the mouse effectively, while older pupils select icons. Many older pupils show greater confidence and initiative as users such as Year 5 pupils in their independent research on the Victorians. Pupils with special educational needs make good progress in relation to their ability.
123. Teaching is good overall. This is an improvement on the previous inspection when teaching was judged to be satisfactory. The guidance of the ICT co-ordinator and the commitment of all teachers to raise standards is evident. Throughout the school lessons are well managed and relationships are good. Lessons are well paced and planned and tasks are challenging but achievable. Good teaching in the ICT suite gives time for pupils to review and evaluate their work as they interpret instructions and information.
124. The subject is very well managed and there is a clear, shared commitment for the way forward. All pupils have timetabled access to high quality provision in the ICT suite. As yet there are not additional computers in every classroom and assessment is not yet as well developed in ICT as it is in other core subjects.

MUSIC

125. Standards of work in music are below those expected nationally for pupils of seven and 11 years of age. This represents a decline since the previous inspection when standards were found to be sound overall in both key stages. Only one lesson in Year 1 was observed, which was taught by a local authority specialist teacher. Although this was a good lesson and pupils made some gains in their learning, it was not representative of teaching throughout both key stages. Evidence of pupils' attainment and progress was gained through examining teachers' planning and notes, discussion with the co-ordinator and pupils' singing and playing of instruments in assembly. The school recently introduced a published scheme as a basis for its work in music to ensure coverage, but as yet, this has not had any significant impact upon standards achieved and progress pupils make in music. There has been very little opportunity to develop the subject over the last two years, as the emphasis has rightly been on raising standards in literacy and numeracy. Additionally, teachers lack the necessary skills, knowledge and understanding and, as a result, most lack confidence in their ability to teach the subject. Consequently, pupils' progress is unsatisfactory, particularly at the end of Key Stage 2. The school is due to focus on music within the school improvement plan in the academic year of 2001 – 2002.
126. In Year 1, pupils have the opportunity to work with a specialist teacher in small groups for a period of ten weeks a year. This gives pupils some basic skills in pitch and rhythm and in handling and using instruments correctly. However, lack of confidence and musical knowledge and understanding by the teachers in Key Stage 1 means that these experiences cannot be built upon sufficiently to raise the standards in music.
127. By the end of Key Stage 2, pupils have had limited experiences in music as the scheme has not been in use for long; consequently standards reached and progress made are unsatisfactory. Teachers find the scheme helpful but most do not have sufficient confidence in teaching the subject. In some classes behaviour issues from a minority of pupils can also get in the way of learning.
128. The co-ordinator is aware of the shortcomings of the subject and recognises that there are training implications to raise the status of music. At present there are no formal systems in place for her to monitor teaching and learning, or to record pupils' progress over time. The contribution of music to pupils' development in spiritual and cultural aspects is just satisfactory. There are some opportunities to develop cultural awareness in assemblies, and for pupils to learn about composers and a wider range of music. They are given opportunities to sing in assemblies and most join in appropriately and sing in tune. However, the instrumental playing is not good enough; some of the older pupils still have difficulty maintaining the beat of the

music. Visitors, such as the peripatetic music service and a South African drummer work with the pupils, thereby enhancing the provision of music.

PHYSICAL EDUCATION

129. The previous inspection indicated that pupils' attainment was in line with national expectations and progress was satisfactory. Teaching was good in the limited lessons seen. On the basis of all the evidence gathered, the standards found at the previous inspection have been maintained. Only one lesson was observed, a gymnastic lesson in Year 2.
130. By the end of Key Stage 1, pupils move confidently around the hall, but are not always sufficiently aware of space and other pupils. They roll, slide and balance with the expected level of competence. They travel successfully in tucked long and short shapes and balance on different points, again performing at the level expected. Balances and shapes tend to be similar with many lacking imagination and ideas. Through practice, pupils refine skills well.
131. From planning and discussions with pupils, it is evident by the end of Key Stage 2, pupils acquire skills in a range of games including football, rounders, hockey, netball and cricket. Pupils in Year 4 learn to swim so that by the time they leave the school around 80 per cent of pupils can swim at least 25 metres. Pupils understand the importance of the warm up and the effect of exercise on their bodies.
132. There was insufficient evidence on which to base a judgement about teaching, but in the one lesson observed, teaching was good and resulted in good learning taking place. The lesson was carefully structured and learning objectives shared with pupils at the outset so that all were clear about what they had to do. Skills were developed systematically building on earlier learning and pupils refined these skills through practice. Pupils were well managed, remaining on task and working with application and enjoyment in most cases. Occasionally, there were missed opportunities, such as reinforcing the purpose and effect of exercise on their bodies, in this otherwise good lesson.
133. There has been no review of the policy or commercial scheme of work since the previous inspection. The low priority for the subject has also resulted in little opportunity for in-service training for teachers. Although the co-ordinator provides adequate management of resources and ensures planning is in place, her role has not been developed to include monitoring of standards and progress and a more active involvement in the subject. The lack of assessment opportunities prevents standards from improving further. The limited extra-curricular opportunities make a satisfactory contribution to a few pupils' personal development.

RELIGIOUS EDUCATION

134. Whilst it was only possible to observe one religious education lesson, this observation together with a scrutiny of pupils' work and discussions with pupils show that by the age of seven, pupils reach standards that are in line with the requirements of the locally agreed syllabus. However, by the age of 11, standards are below the expected level largely due to insufficient time to cover the amount of work and the limited literacy skills which impede pupils' ability to record their ideas well. This is a decline in standards at Key Stage 2 since the previous inspection.
135. By the age of seven, pupils have a sound understanding of special places and what it means to be special. They identify people who are special to them and recognise special people in the community. They are familiar with two major world faiths, Christianity and Hinduism. They are able to relate some stories of famous figures from both such as Jesus, Jairus's daughter and Rama and Sita. Pupils recognise that religions have different ceremonies and special occasions and have some understanding of important festivals such as Diwali to Hindus and Easter to Christians. They have a sound knowledge of the story of the creation. Many pupils are hampered by their limited literacy skills, when recording work, but overall they make satisfactory progress including those pupils with special educational needs.
136. In Key Stage 2, pupils build on their knowledge of stories from the Bible. In Year 4 pupils know about special books and know what happens in a church and identify the main celebrations

such as christenings and weddings. The majority have limited understanding of what a promise means. In Year 5 pupils know where to locate stories of Paul in the Bible and know that story of Paul in prison. They explore things which make them afraid and the actions people take to cope with their fears. Pupils do not show sufficient care for the environment, for example, their response to fear of insects, worms and woodlice is stamp on them. Pupils have some knowledge of the language of prayer and write their own simple prayer. Much of the work shows a heavy reliance on worksheets. Work is sometimes unfinished. There is little work recorded in Year 6 other than the Easter Story. This is unsatisfactory progress and standards are below average. In the Year 6 lesson observed, however, pupils make satisfactory gains in their learning. Some pupils found it difficult to verbalise their thoughts when listening to John Lennon's song 'Imagine' while others managed to understand the meaning behind the words. Discussion with pupils shows they have a sound knowledge of events in the Easter story and can explain the message 'Jesus died for other people'. They can recall little about celebrations and show very limited knowledge of Judaism. Standards by the end of the key stage are below the expected level. Progress of pupils, including those with special educational needs, is unsatisfactory.

137. From the evidence available, teaching and learning in Key Stage 1 appears satisfactory. In Key Stage 2, the quality of teaching and learning is unsatisfactory over time, although good teaching was seen during the inspection. In this lesson the teacher promoted awareness of the world in which we live well, through good use of well-prepared resources. She had to work hard to draw ideas from pupils, but through effective questioning she received appropriate responses, although not adventurous in most cases. It is evident that pupils have not experienced this way of working and they take a while to settle. Good links are made to art and music and a good working atmosphere is created through the use of music. Pupils found it difficult to verbalise their thoughts and ideas, and in spite of good teaching, standards in speaking and listening were below the expected level.
138. Examination of teachers' plans and pupils' work indicates that over time pupils do not have sufficient opportunity to extend their knowledge and understanding of Christianity and other world faiths, particularly in Key Stage 2 because there is too little time allocated to the subject. Older pupils in Year 6 do not cover enough work and recording skills are a weakness in both key stages, but particularly for the oldest pupils. Discussions with the headteacher in the absence of the co-ordinator, acknowledge that there is too little time allowed to cover the subject properly and too little opportunity for pupils to strengthen their understanding of other faiths through visits to places of worship or visitors to school. This was identified in the previous report. As a result, the subject makes a satisfactory contribution to pupils' spiritual and moral development, but its contribution to multicultural development is unsatisfactory. Collective worship makes a good contribution to the subject and to pupils' spiritual and cultural development on occasions. There is no provision for assessment of individual pupils' progress and little opportunity for the monitoring of teaching and standards achieved.