

INSPECTION REPORT

WOODLANDS PRIMARY SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 131539

Headteacher: Mr R Beel

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: 26 February 2001 – 2 March 2001

Inspection number: 230406

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Pinewood Crescent
Grimsby
North East Lincolnshire

Postcode: DN33 1RJ

Telephone number: 01472 500900

Fax number: 01472 500903

Appropriate authority: The Governing Body

Name of chair of governors: Mrs P Vessey

Date of previous inspection: None

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2592	Mr R Cheetham	Registered inspector	Mathematics, physical education	What sort of school is it? How well are pupils taught? What should the school do to improve further?
19436	Mr M O'Malley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
12954	Mrs P Claxton	Team inspector	Special educational needs, information and communication technology	The school's results and achievements. How well is the school led and managed?
15690	Mrs J Allen	Team inspector	The foundation stage, music	How good are the curricular and other opportunities offered to pupils?
15160	Mrs E Randall	Team inspector	Equal opportunities English, religious education	How well does the school care for its pupils?
28053	Mrs E Glasper	Team inspector	Art and design, geography	
15141	Mr P Burlingham	Team inspector	Science, design & technology, history	

The inspection contractor was:

Leicestershire County Council
Advice and Inspection Service
Education Department
County Hall
Glenfield
Leicestershire LE3 8RF

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

Woodlands Primary School is much bigger than most primary schools. It serves an urban catchment area in Grimsby. Most pupils come from very economically deprived backgrounds. Most pupils' attainment on entry to the nursery is well below that normally found. There are 386 full time equivalent pupils on roll and there are a few spare places in some classes. All pupils are of white United Kingdom heritage. A playgroup assisted by Sure Start (a programme giving expertise and financial support) offers part-time pre-nursery provision for three year olds. Children are admitted part-time to the nursery (and later full-time) at the start of the school year in which they become four. They transfer to the reception class at the start of the term they become five. Fifty two per cent of pupils are entitled to a free school meal. This is well above the national average. Thirty two per cent of pupils are on the school's register of special educational needs. This is above the national average. Almost two per cent have a statement of special educational need and this is broadly in line with the national average. The range of special educational needs is wide and includes: specific learning and emotional and behavioural difficulties, moderate and severe learning difficulties, profound and multiple learning difficulties and visual and physical impairment.

Woodlands is a new primary school founded in September 1999 following the amalgamation of Bradley Park Infant and Junior Schools. There have been a number of significant changes during the amalgamation period and since. Nine teachers are new to the school and 5.5 full time equivalent teachers have left. The headteacher appointed to open the school left after one year. The present headteacher was appointed first as acting headteacher and subsequently to the substantive post from December 2000. There is an acting deputy headteacher and a new permanent appointment has been made to this post. The school is the first primary school in England to have a five-term year and is an active member of the Grimsby Next Step Education Action Zone.

HOW GOOD THE SCHOOL IS

Woodlands is a new school that is becoming increasingly effective. Standards in English, mathematics and science are improving but are not yet high enough. The quality of teaching is mostly good. While improvements are needed to some aspects of leadership and management, the newly appointed headteacher provides a strong lead and the school has chosen the right priorities for improvement. The school provides well for all its pupils and gives them all an equal opportunity to take part in its activities. The school gives satisfactory value for money.

What the school does well

- Makes good nursery provision and takes good care of all its pupils
- Makes good use of information and communication technology
- Monitors progress well and is raising standards of attainment in English, mathematics and science
- Supports pupils with special educational needs well and they make good progress
- Has leadership that is providing a clear educational direction

What could be improved

- Raise standards further in the core subjects (English, mathematics and science)
- Improve pupils' progress in art and design, geography, music, physical education and religious education
- Develop a comprehensive monitoring and evaluation policy
- Improve strategic development planning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This school has not been inspected before. Since its opening eighteen months ago, it has worked through a number of significant curriculum, staffing and management changes. These have slowed some aspects of its progress during its first year. It has made good recent progress on a number of important issues by focusing its efforts on raising attainment. It has the capacity to make further improvements.

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	N/A	N/A	E	D	well above A average B above average C average D below average D well below E average E very low E*
mathematics	N/A	N/A	E*	E	
science	N/A	N/A	E	D	

The results for the 1998 and 1999 tests are not available because this is a new school, formed after they were held. This table shows that in 2000, standards were too low. In English and science, pupils' attainment was well below the national average and below that of similar schools. In mathematics, standards were in the lowest 5% of schools nationally and well below those of similar schools. Standards of attainment of the seven-year-olds in 2000 were in the lowest five per cent nationally in writing and mathematics and well below average in reading. They were well below average in the science teacher assessments. When compared with similar schools, standards in reading were above average but were well below average in writing and mathematics. At the start of Year 1, most children attain the early learning goals in personal, social and emotional development, in creative development, in knowledge and understanding of the world and in physical development. Most attain the early learning goals in communication, language and literacy and in mathematical development but nearly half are still working towards them. By the end of Key Stage 2, current pupils are making good progress in English, mathematics and science and a higher proportion of pupils (an average ten per cent increase) are now reaching the level expected. Standards are unsatisfactory because not enough pupils are yet working at the expected level. The school recognises that standards are not high enough. It has met its previous targets for pupil attainment and has voluntarily set more challenging ones for 2001. It is on course for achieving them. Standards in information and communication technology are above average. They are below average in art and design, geography, music and physical education. They are below the expectations in the Locally Agreed Syllabus in religious education. They are average in history and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and most are willing to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Relationships are very good and pupils grow in confidence in response to the praise and encouragement they receive.
Attendance	Satisfactory. A few pupils are often late.

Pupils enjoy learning and have good attitudes to school. They accept responsibility and carry out duties well. Older pupils generally set a good example.

TEACHING AND LEARNING

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

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

Ninety three per cent of teaching is satisfactory or better. One per cent is excellent, ten per cent is very good, forty two per cent is good, forty per cent is satisfactory and seven per cent is unsatisfactory. Teachers plan well and make sure that pupils know what they are to learn. Most have good subject knowledge in the core subjects and organise their classrooms well. They work well with support staff so that pupils with special educational needs are taught well. Teaching of mathematics and English is satisfactory. Teachers have unsatisfactory subject knowledge in art and design, physical education and music. They do not assess pupils' work in enough detail in art and design, geography, music, physical education and religious education. The skills of literacy and numeracy are taught satisfactorily. The school meets the needs of all its pupils well. Most pupils enjoy learning and respond well to good teaching. Younger pupils in particular have very short attention spans and some older pupils soon become uninterested and make slow progress if not enough is asked of them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of learning opportunities and statutory requirements are met. The nursery provides a very good start to school with a good foundation stage curriculum.
Provision for pupils with special educational needs	Provision is good and pupils make good progress against the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' development, with strengths in the moral and cultural aspects. There is a good programme of personal and social development lessons that often link to assembly themes and encourage more extended discussion and understanding in Key Stage 2.
How well the school cares for its pupils	The school takes good care of its pupils. It monitors their progress well in the core subjects and in personal development.

The school works well with parents who, in turn, think well of it. The school offers pupils a good range of experiences using its extensive information and communication technology resources. It gives extra provision to improve attainment in English and mathematics in Years 5 and 6. It does not assess pupils' progress well enough in some foundation subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The newly appointed headteacher has set clear priorities with staff and governors. Most curriculum co-ordinators are new in post and only partly fulfil their roles. English and information and communication technology are led well.
How well the governors fulfil their responsibilities	They are firm supporters of the school. They have recently developed systems to keep in closer touch with the school. Their role in shaping its strategic direction is unsatisfactory.
The school's evaluation of its performance	Unsatisfactory. The school has started to monitor its performance mainly through the use of assessment data. Its overall evaluation is not systematic or comprehensive enough.
The strategic use of resources	Unsatisfactory. The school does not have a satisfactory strategic plan for all elements of its work. The school makes satisfactory use of additional grants. Finance for special educational needs is spent well.

The school very well staffed and has very good accommodation. Information and communication technology resources are excellent. Most resources are satisfactory. They are good in the nursery but in both key stages they are unsatisfactory in geography, physical education and religious education. The appointment of the permanent deputy headteacher is aimed at bringing more breadth of expertise to the development of the senior management team. Monitoring and development of teaching has started but is not yet systematic. The headteacher and incoming deputy have had recent training on whole school evaluation and intend to use their new skills with staff and governors. The school applies the principles of best value satisfactorily.

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 school • They feel comfortable coming to the school with questions or a problem • The school expects their children to work and do their best • The school is well led and managed 	<ul style="list-style-type: none"> • Their children do not get the right amount of work to do at home

The inspection team generally agrees with parents' positive views. Teachers regularly set and mark homework in Years 5 and 6. It is not set in the same way in other classes but pupils regularly have reading to do or number facts and spellings to learn.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 As this is a newly amalgamated school, there is no previous inspection report and statutory test results are not available before 2000. Then pupils' standards of attainment at the end of Key Stage 1 (this means pupils aged 7) were well below the national average in reading and science. They were very low (in the lowest five per cent) in writing and mathematics. In comparison with similar schools, standards were above average in reading and well below average in writing and mathematics. Standards at the end of Key Stage 2 (this means pupils aged 11) were very low in mathematics and well below the national average in English and science. In comparison with similar schools, standards were below average in English and science and well below in mathematics.

2 Almost half the pupils start the nursery with standards in English and mathematics and social development well below those normally found. At the start Year 1, most children attain the early learning goals in personal, social and emotional development, in creative development, in knowledge and understanding of the world and in physical development. Most attain the early learning goals in communication, language and literacy and in mathematical development but nearly half are still working towards them. Most make good progress in the nursery; satisfactory progress in reception and Key Stage 1 and this progress accelerates at the end of Key Stage 2. A higher proportion of pupils are reaching satisfactory standards in the core subjects (English, mathematics and science) than last year. However, standards, particularly those in literacy and numeracy are not yet high enough. The improvement in attainment and progress is due to several factors. Staff are well deployed, there is a high proportion of good teaching in Years 5 and 6, teachers are using new schemes of work for their lesson planning and they have higher expectations of what pupils can achieve. The school has recently improved the way it assesses and works with pupils who find English and mathematics difficult. Pupils in Years 5 and 6 are the main, current concern because they have less time at the school to improve. The school groups pupils by ability for the core subjects so that teachers have a narrower range of attainment to work with. The school has voluntarily set more challenging targets for eleven year olds' attainment in English and mathematics and is on course to achieve them. The school provides a significant amount of additional support to raise the attainment of pupils who have the greatest needs. Pupils with special educational needs make good progress and a significant minority make very good progress against the targets in their individual education plans. A gifted and talented pupil in Year 3, identified by the school, regularly works with higher attaining pupils in Year 4 and makes good progress.

The core subjects

3 In English, most seven and eleven year olds are working within the levels of attainment expected for their age. Although the proportion of pupils working at the expected levels has increased since last year, standards are unsatisfactory because the proportion is not large enough. Pupils' attainment in speaking and listening at the end of Key Stage 1 is below what is expected and most make unsatisfactory progress. This is because there are not enough planned opportunities for pupils to learn and practise these skills. Many pupils find it hard to say what they want to because they do not know the words to use and often do not speak clearly. Teachers encourage pupils when these situations arise. In Key Stage 2, pupils make satisfactory progress in Years 3/4. They make more rapid progress in Years 5/6 so that attainment is nearer to what is expected at the end of the key stage. There are more planned opportunities for discussion, for instance when reading literature together, they comment on the story and ask and answer questions.

4 Most pupils make satisfactory progress in reading, and higher attaining, older pupils make good progress. At the end of Key Stage 1, more than half of the pupils are working within the expected level of attainment. Pupils with special educational needs make satisfactory progress because they have good support from classroom assistants and teachers. Most pupils are not using letter sounds enough to help with unfamiliar words and teachers under-emphasise this aspect. At the end of Key Stage 2, pupils read a range of texts and understand characters and events very well. Lower attaining pupils are well supported in class and groups are taken out for extra support to help them achieve as highly as possible. This is helping them to make steady progress. Pupils' rates of progress increase noticeably in Years 5/6 because teachers expect a lot of them.

5 In writing, more than half the pupils at the end of Key Stage 1 are working within the expected level and at the end of Key Stage 2 almost half are. Pupils' progress in grammar, punctuation and handwriting is good in both key stages because teachers are focusing on what pupils need to do to improve and are teaching well. In Key Stage 2, teachers provide a range of opportunities for writing both in English and other subjects such as history, geography, religious education and science. In both key stages, teachers make good use of texts as models for writing to help pupils with sentence structure and vocabulary.

6 In mathematics, most seven and eleven year olds are working within the levels of attainment expected for their age. Although the proportion of pupils working at the expected levels has increased since last year, the proportion is not large enough and standards are unsatisfactory. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, particularly in Year 6. This is largely due to the amount of good or very good teaching in this year group. The rate of progress has increased this year because the school is using its information on individual pupils' attainment well to match the work to levels of attainment. In addition, the school sets challenging targets for improving pupils' progress and is introducing the daily mathematics lesson. Pupils who have special educational needs often make good progress because the work is well matched to their pace of learning and because they are well supported by classroom assistants. Higher attaining pupils in Year 6 often make good progress because they are given challenging work.

7 In science, most seven year olds of the current Year 2 pupils are now working within the expected level. In the current Year 6, the proportion of pupils working within the expected level has increased. However, the proportion of pupils working within the expected level is not as large as it should be and standards are unsatisfactory. The improvement is the result of a better-planned curriculum, careful assessments of pupils' progress and some good teaching. During the inspection, pupils generally made satisfactory progress in lessons and some made good progress in those lessons where more was asked of them. Teachers use the school's excellent information and communication technology equipment well for promoting progress in science. Over time, pupils in both key stages have made satisfactory progress from their starting points. The majority of pupils with special educational needs make good progress because teachers carefully target the support they give.

The foundation subjects

8 In information and communication technology, seven year olds' standards of attainment and rate of progress match those expected for their age. Eleven year olds' standards of attainment are above average and they make good progress. The main reason for this is good quality teaching based on a high level of expertise and confidence. All Key Stage 2 teachers use the time in the computer suites effectively to develop new skills, which are later used in other subjects. Resources are excellent and this is having a significant impact on standards across the school, particularly in Key Stage 2.

9 In art and design at the end of Key Stage 1, pupils are working within the expected level. By the end of Key Stage 2, pupils are working below the expected level and make slow progress. The scheme of work has not been in place long enough for pupils to develop their art and design skills. In design and technology, pupils' attainment at the end of both key stages is broadly in line with that expected nationally and they make satisfactory progress. Teachers use a new scheme of work to plan a sequence of lessons in which pupils develop their design and construction skills. By Year 6 for instance, pupils know how to use a cam to change movement from circular into linear, and use this to design toys.

10 In history, the standard of attainment at the end of both key stages is broadly in line with that expected. Pupils generally make satisfactory progress and make good progress in lessons that are carefully planned to develop key skills. Eleven year olds use photographs taken from the Internet of objects from the Mary Rose to find out about life on board. In geography, pupils' standards of attainment at the end of both key stages are below those expected nationally and they make slow progress in developing geographical skills and understanding. The school has only recently adopted national planning guidance and geographical skills have not been developed over time. For instance, few pupils can read a map and most have some difficulty in using a map key.

11 Seven year olds make satisfactory progress in music and attain within the expected level. Eleven year olds' progress and attainment are satisfactory in singing but unsatisfactory in the subject overall. Pupils have not had enough experience of music and many Key Stage 2 teachers do not have enough knowledge or confidence in their ability to teach music. In physical education, a few Year 6 pupils make satisfactory progress and are attaining the expected level of gymnastics skills but most are working below this level and make slow progress. In religious education, pupils are making satisfactory progress because teachers now have more information about what needs to be taught and good support for their planning. Standards are below what is expected in the Locally Agreed Syllabus because pupils have only recently begun to learn more about religion and different faiths.

Pupils' attitudes, values and personal development

12 Pupils enjoy learning and have good attitudes to school. They behave well in lessons and around the school; their personal development is good and there are very good relationships between pupils and staff. These factors all help pupils learn well.

13 Pupils are keen to come to school. Many arrive early to use the computers, help in class, and play with their friends. They are willing to learn and respond well to good teaching. Pupils are interested and fully involved in their lessons. They eagerly ask and answer questions. Pupils work hard and are keen to improve. These attitudes were summed up well by a Year 6 pupil during a literacy lesson. "I know what I need to do to improve, and I want to get a level 4".

14 Pupils behave well in lessons. This makes for a calm learning atmosphere and helps pupils make progress. Occasionally, when teaching is undemanding, pupils' interest wanes and they progress slowly. Pupils behave well in the dining room and playground. They know what standard of behaviour is expected and respond well. There is very little bullying and it is promptly dealt with. Pupils are friendly and polite. They take good care of equipment, such as in mathematics and science, and using the computers. There have been no exclusions.

15 Relationships are very good and this is a major factor in pupils' learning progress. They respect one another's views, co-operate and share ideas. For example, the youngest pupils work well together, building a model railway or making sandwiches for the teddy bears' picnic. Pupils respect the teachers and are mostly keen to please.

16 Pupils' personal development is good. They grow in confidence in response to the praise and encouragement they receive. In the foundation stage, the children develop independence as well as their ability to work together. For example, a child concentrated intently on acting out a story while working alone and then successfully took part in a group role-play. Pupils settle to group work quickly and many work well with little direct supervision. Pupils learn how others feel. For example, during the inspection the assemblies theme was "bullying". The pupils contributed ideas on how the bullied might feel, and what they could do to help. They are sensitive to the needs of others. A good example of this was during English lessons with Year 3 and 4 pupils. They were looking at maps to develop their skills in following directions. One of the pupils was unable to see a map and another spontaneously offered, "Come over here and share with us". Pupils are learning to respect different values and beliefs. For example, Year 5 and 6 pupils study ritual in religious education; they role-play a Hindu wedding sensibly and with respect. Pupils take responsibility for their own learning through homework and research. They think through problems for themselves as part of their investigations in science, mathematics, and information and communication technology. Pupils help responsibly with the daily routines such as collecting registers, organising lunch boxes, and switching off computers. The older pupils serve the younger pupils at lunchtime, and book in early arrivals to school. The children in the nursery clear away after activities and this helps them develop independence. Many pupils gain confidence by taking part in extra-curricular activities including sport, the choir, and preparing for the school production of "Annie".

17 Attendance is satisfactory. Last year, attendance was 94%, which broadly matches the national average. There was no unauthorised absence. A few pupils persistently arrive late and the school is addressing this. Lessons start punctually.

HOW WELL ARE PUPILS TAUGHT?

18 The quality of teaching is satisfactory or better in ninety three per cent of lessons. One per cent is excellent, ten per cent is very good, forty two per cent is good, forty per cent is satisfactory and seven per cent is unsatisfactory. There is a higher proportion of better teaching in the nursery and in Years 5 and 6.

19 The main strengths of teaching are that teachers plan well and make clear to pupils what they are to learn. Teachers generally have good subject knowledge and organise their classrooms well. Pupils can then learn in different ways such as in small groups or with the whole class. Teachers usually work well with support staff and this helps pupils with special educational needs to make good progress. Pupils respond well. They listen carefully and concentrate on their work although a high proportion of younger pupils have very short spans of attention. A few pupils work too slowly and do not have enough pride in their work. The main teaching weaknesses are mostly in the foundation subjects. Teachers do not have satisfactory subject knowledge in physical education, art and design and music. They do not assess pupils' progress in enough detail and sometimes, they do not manage the pupils well enough and lose time in the lesson. The literacy hour and the daily mathematics lessons are taught satisfactorily. Staff are aware that more attention needs to be paid to teaching letter sounds more systematically in Key Stage 1. In mathematics, a few teachers do not ask enough of the pupils during the mental and oral sessions and a minority of the sessions at the end of lessons do not draw together what pupils have learned.

20 In the foundation stage (nursery and reception) most teaching is good. In the nursery, all lessons were at least good and one was very good. A particular strength is how effectively teachers and nursery nurses work together and complement one another's skills. They are a very good team and the children benefit from the consistent way they are taught and encouraged. Staff have a good understanding of the new foundation stage curriculum and plan well together. They assess children's progress very carefully and use their notes to plan

the next steps in the learning of individuals and groups. The staff recognise that helping children become more confident learners who can work together and develop their speaking and listening skills are their most important priorities. They organise learning well in small groups so that individual children feel secure and known well. Children quickly accept the staff's way of working and are keen to help and organise things for themselves.

21 The reception class is not as well staffed as the nursery. For some of the year, when numbers are low, this does not matter. When numbers increase, it is difficult for the teacher to ensure that all the children make the progress they should in some lessons. Most teaching is satisfactory, nearly half is good and ten per cent (one lesson) is unsatisfactory. The main strengths are well-planned lessons in which the teacher uses (often her own) resources such as soft toys and puppets to attract and retain children's attention. While they are together as a whole class, the teacher makes the best use of time and teaches the main points of the lesson well. When the children work in groups, most continue to make satisfactory progress because the tasks are well chosen. However, a few children finish quickly before the teacher has had time to help them get the most out of the task. They then make slower progress. All the foundation stage staff foster good links with parents and keep them informed of their children's progress.

22 In Key Stage 1, most teaching is satisfactory. One fifth is good and one tenth is unsatisfactory. Teachers work well with support staff and make sure they know how best to help their group of pupils. Teachers make clear to the pupils what the main point of the lesson is. Usually, the lesson introductions go well, although in some English and mathematics lessons, the pace is too slow. When pupils are working in groups, most teachers find time to help them. A few pupils with limited attention spans begin to distract others. Most teachers deal with this satisfactorily but a few spend too much time coping with the problem and the progress of the whole class slows. Teachers generally expect enough of their pupils but could set more challenging work for higher attaining pupils in mathematics. On the other hand, teachers have high expectations of the way pupils present their work. They respond well to these expectations and mostly produce neat written work. When teaching Year 1 and 2 pupils together, teachers' expectations and questions are carefully pitched to include all the pupils.

23 In Key Stage 2, most teaching is good. Nearly one fifth of teaching is very good and just under one third is satisfactory. Three lessons were unsatisfactory and one was excellent. Teachers have good subject knowledge in the core subjects. They plan well and have high expectations of what their pupils can achieve. This was clear in some brisk introductions to mathematics lessons in which questions and answers flew thick and fast and higher attaining pupils thought hard about different methods of calculation. In other lessons, the pace is slower and more reflective as in some thoughtful discussions about bullying during personal and social development lessons. In both cases, pupils are challenged in different ways and respond well. Expectations are also high in some English lessons when pupils consider ways of building the plot of a story, introducing characters and enriching their vocabulary. Teachers make good use of the resources. They use the interactive whiteboards skilfully to sustain pupils' concentration or to access additional information as in a history lesson on the Tudors. They also use the computer suites well, for instance to develop data handling skills. Pupils then apply these skills in mathematics lessons and devise questions for their classmates to answer. Occasionally, teachers set work at too low a level, as in a Year 6 lesson on measurement. Pupils became disinterested and made slow progress. Teachers regularly set and mark homework in Years 5 and 6 and this improves pupils' progress. It is not set in the same way in other classes but pupils regularly have reading to do or number facts and spellings to learn to improve their skills.

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

24 The school provides a satisfactory range of learning opportunities that meets national requirements and is relevant to their needs so that pupils can make better progress in English and mathematics. The balance of time allocated to a minority of foundation subjects is less than that recommended, particularly in Key Stage 2. This reflects the school's determination to raise standards in English and mathematics because additional time is allocated to them. The quality of the foundation stage curriculum in the nursery is good and is satisfactory in the reception class. The school makes good provision for information and communication technology and for pupils' with special educational needs.

25 The school has recently adopted the nationally recommended schemes of work for all subjects. Staff are working hard to adapt schemes of work from national guidance, to fit the five-term year. The school has begun the process of combining these into an overall curriculum plan to ensure a more balanced curriculum. It is carrying out sound policies for the new foundation stage curriculum (based on the early learning goals) and the school prepares children satisfactorily for the transfer from the reception class to Year 1.

26 The school has satisfactory arrangements for teaching the National Literacy and Numeracy Strategies. These have begun to improve pupil progress and raise attainment, particularly in Years 5 and 6. The school provides well for pupils with special educational needs, and this helps them to make good progress towards the targets in their individual education plans. They receive a high level of support from teachers, learning support assistants and from the school's involvement with outside agencies such as the Special Educational Needs Support service (SENSS) and the Multi Agency Support Team (MAST). This support, combined with the practice of teaching pupils in small groups with specific needs, makes a good contribution to improving their attainment and progress.

27 The school makes satisfactory provision for enhancing the curriculum beyond statutory requirements. Just under a fifth of pupils in Key Stage 2 are helped financially in learning to play a musical instrument through the school's arrangements with "Music Lincs". There is an increasing range of educational visits within the locality and sometimes further afield. For instance, younger pupils created their own sculptures following their enjoyable visit to the local art college. Older pupils successfully surveyed local traffic as part of their mathematics work. The school provides extra learning in the daily computer club before school and, for older pupils, in numeracy and literacy booster and extension classes after school. There is a satisfactory range of additional clubs and activities providing further learning opportunities in art, gardening and sport.

28 The school is strengthening links with the community, in particular through building the relationship with parents before their children start school. Through taking part in the local Sure Start initiative, the school provides a good range of pre-school experience for parents, carers and children. This, combined with good systems for introducing children to school through home-visiting, provides children with a good introduction to school and forms an important part of the school's strategy for improving standards. The school is in effective partnership with the local Education Action Zone. It has gained excellent facilities for information and communication technology and broadens pupils' experiences through dance, music and drama projects. The school makes good use of other sources of external expertise, such as the local "beat" policeman. The school makes a valuable contribution to the community through its support for adults to learn computer skills.

29 There is good provision for pupils' personal, social and health education, including citizenship. The school has a good policy document to guide practice and a developing scheme of work. There are regular, good quality lessons in addition to the opportunities

provided through other subjects, such as science, design and technology and religious education. The school makes satisfactory provision for sex education and drugs' misuse. The school takes good care to provide equal access and opportunity to the curriculum for all pupils, principally through its support for pupils with special educational needs.

30 Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in the moral and social aspects. The provision for pupils' spiritual development is satisfactory. Assemblies and personal and social development lessons make a good contribution to pupils' spiritual development by helping pupils to think about important aspects of life and to value their achievements and those of others. Work in science and English also makes positive contributions. Pupils learn, for example, about the wonders of the universe and listen spellbound to well-chosen stories and poems. The very good accommodation, the care with which it is maintained and the effort made to display pupils' work all help them to understand that they are valued.

31 The school's provision for moral education is good and provides very well for their social development. Their moral and social development is part of every aspect of the school's life. Pupils respond well when staff consistently explain and reinforce their high moral and social expectations. In class, teachers and support staff discuss issues of right and wrong as they arise and help pupils to apply this to their own behaviour and treatment of others. A good example of this occurred when a child needed first aid during a story about the Good Samaritan. The children showed their concern for the injured child and the teacher helped them to see how they were being "Good Samaritans". The quality of school relationships is very good and pupils learn well from these examples. Pupils learn to work together well in groups when they share equipment and help one another develop ideas. One example from many in the nursery illustrates this well. A boy was completing some work using a Roamer (a programmable floor robot). He had difficulty counting the number of steps that the roamer moved. Two girls helped him and then ensured everything was cleared away in time for break. Staff give pupils many opportunities to take responsibility, such as taking registers to the office or keeping the register of pupils coming to the morning computer club. The "family service" organisation at lunchtime makes a particularly effective contribution to social development.

32 Pupils' cultural development is satisfactory. Assemblies and subjects such as history and geography make a positive contribution to celebrating and understanding customs and traditions. For example, a teacher lights a candle and presents a card to celebrate younger pupils' birthdays, and pupils learn to compare their education with that of Victorian children. The school is building its own cultural traditions through giving concerts, holding a Summer Fair, raising funds for charity and learning the history of Grimsby. With increasing involvement in the Education Action Zone, the school is also helping pupils to learn about other cultures. In the foundation stage, children try writing in a Chinese script and greet each other in simple phrases from different languages. However, opportunities for older pupils in such subjects as art and design, music and geography are not fully exploited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 The school provides pupils with good levels of support and guidance. The school knows its pupils and their families well and provides a caring atmosphere that contributes effectively to pupils' learning. There is good additional support from outside agencies. The school has good procedures for assessing pupils' attainment and progress that meet statutory requirements. There are good arrangements for child protection and staff make sure that pupils learn safely. The school systematically checks the safety of the premises and makes improvements where necessary, but procedures are not audited.

34 The school has good procedures to monitor and improve attendance and all unexplained absence is rigorously followed up. The school is introducing a computer system for recording attendance to improve monitoring further. The Education Welfare Officer effectively follows up patterns of absence. Class rates of attendance are on display, and pupils with good attendance receive certificates.

35 There are effective measures to monitor and promote good behaviour. Staff expect high standards and reinforce good behaviour by consistently recognising and encouraging it. The classroom assistants and lunchtime supervisors have received training in positive behaviour management and carry out their duties well. There are good systems for noting unsatisfactory behaviour. Any bullying is effectively dealt with but such incidents are rare.

36 The school monitors and promotes pupils' personal development well through its care systems, very good relationships, clear communications, and effective links with parents. These help staff note developments, identify concerns and celebrate success. The system to record pupils' personal development is very comprehensive and is a major factor in monitoring and supporting their progress.

37 Pupils' attainment and stage of development are accurately assessed on entry to school and there is a good system of continuing assessment. Teachers make notes on their core subject lesson planning sheets to show how well pupils have achieved, or if they are having difficulties. They then organise tasks accordingly for the next lesson. They keep satisfactory records to show when pupils have achieved what they wanted them to learn. Teachers use a range of standardised tests and their own assessments to carefully analyse pupils' annual progress in the core subjects. They also assess pupils' work more frequently so that they know precisely what pupils can do and areas where they need help. They then give extra support at an early stage with tasks that are closely matched to what pupils have not understood. This approach also helps teachers to give higher attaining pupils more demanding work. The school is aware that there is not yet the same detail of assessment and recording in other subjects.

38 The school supports pupils with special educational needs by working them well both in class and in small groups away from the classroom. Pupils with the greatest need are given a high level of support and this makes a good contribution to improving their attainment and progress. The headteacher and assessment co-ordinator have begun to track each pupil's progress closely and they keep staff well informed. They then make sure that teachers deal with any difficulties and also decide where to put resources. This was successful because, in most recent Year 6 tests the school exceeded its targets for pupils' attainment in English and mathematics. Teachers regularly discuss pupils' progress with parents and make sure that pupils know what they must do to attain more highly. They involve pupils in setting their own targets and this encourages them further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39 Parents are pleased with the school and have no significant concerns except those a few parents raised in connection with homework. Most parents think the school is led well, and they feel comfortable approaching the school with problems. The inspection team agrees with parents' positive views of the school and finds that pupils receive regular homework in Years 5 and 6. It is not set in the same way in other classes but pupils regularly have at least reading to do or number facts and spellings to learn to improve their skills.

40 The school is building an effective partnership with parents that is having an increasingly positive effect on pupils' learning. The home-school agreement is used effectively to seek parents' support and when there are problems, the school is quick to involve them. With the help of "Sure Start" (additional resources and support for the pre-

school group) there is close contact with parents through the playgroup, nursery preparation, and courses. The nursery nurses make home visits that help children settle into school. A few parents help in school with such things as making "story sacks"(bags for reading books), hearing pupils read, and supporting in class. Many parents come along to support their children at school productions and the summer fayre. They encourage their children to take part in after-school activities including booster classes and the literacy and numeracy clubs.

41 The arrangements for homework are satisfactory. Many parents support their children with reading. The school consults with parents on important matters and responds to their concerns. Parents are encouraged to get involved through taking part in computer training. However, not enough information is given to parents on what is taught in class, and the school plans to improve this.

42 The school provides good quality information for parents. The termly newsletters are informative and well-written. The prospectus and governors' annual report provide a satisfactory summary of what is going on in school, but the language used is not parent-friendly, and there are some omissions. The school website is regularly updated and has the facility for parents and children to record any evidence of bullying on a confidential return. This has contributed to the low incidence of bullying and helped the school follow up any concerns. Parents are kept well-informed about their child's progress. They receive a written termly report, and are invited to discuss their children's progress with the teachers twice each year. End of year reports are good. They are clear about how well the pupils are doing, what they need to do to improve and make a positive contribution to pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43 Since it opened, the school has had a number of significant changes. Nine teachers have been appointed and five and a half full time equivalents have left. The headteacher who opened the school left in December 2000 and the present headteacher served as acting headteacher until his appointment this January. During the autumn term and spring terms he has been supported by the acting deputy headteacher, and a permanent appointment to the post has now been made. The school introduced the five-term year. This degree of staffing, curriculum and managerial change has slowed the school's progress in some areas and some procedures are still bedding in.

44 The newly-appointed headteacher provides good leadership. He has actively secured staff and governor commitment to a clear vision for the future development of the school. He has made a determined start on identifying and addressing the school's priorities. He is working well with staff and governors to ensure the school has a clear educational direction focused on improving pupils' standards attainment and progress in the core subjects. The school is developing its management and decision-making structure through appointments and the allocation of management responsibilities. This structure is not yet working satisfactory in all respects but most of the important work has been done. For instance, the main priorities have been agreed and the school is identifying pupils who need the most help and providing them with it. Governors are supportive and are better informed about the school's performance. They are not yet fully effective in carrying out all their responsibilities.

45 The school has appropriately identified raising standards in English and mathematics as its main priority and has in place a short-term development plan to bring about improvements. The school did not have anything similar to this document before and so this is a significant step forward. The plan is a comprehensive position statement but has too many issues for its timescale and governors and staff were not fully involved in creating it. While this was the right thing to do in the short time available, the school recognises the need for a better planning process and a stronger strategic element to the plan. Through the recent policy of early intervention and additional learning support, the school is tackling the

weaknesses in attainment in both key stages. It has made improvements in teaching that are improving pupils' progress. The school decided that the previous targets for pupils' attainment in 2001 and 2002 were too low. Using better information on pupils' progress, it has set more challenging targets and is on course to achieve them. The school has enlisted the support of the local education authority in improving the management and teaching of English, mathematics and special educational needs. There is a strong commitment to improve within the staff and they have a good capacity to improve. Leadership has also made other improvements such as the programme for pupils' social and personal development.

46 The school's aims and values are reflected well throughout its work. Pupils are encouraged to work hard and their effort is positively re-enforced through praise and rewards. The majority of pupils are well behaved, polite and confident and the school encourages them to think about others. They support each other and show concern for those who experience academic or physical difficulties. They are respectful to adults and take care with the school's resources. This is shown by their careful use of the computer suites particularly before school when they work without direct supervision.

47 Many subject co-ordinators are new to their role within the new management structure. They have responded satisfactorily to their new responsibilities by carrying out audits to identify the main areas for improvement in their subjects. From these audits, they wrote short-term action plans but most lack a systematic way of checking improvement accurately. All co-ordinators have a role in managing resources but most are not influential enough in developing their subjects. For instance, co-ordinators monitor plans informally but have little opportunity to influence practice. The monitoring, evaluation and development of teaching is at an early stage and is not satisfactory. A programme involving the senior management and some co-ordinators has started in the core subjects but a similar programme has yet to begin in the foundation subjects. The headteacher is aware that this needs improvement and has taken steps to do this with the support of the incoming deputy headteacher.

48 The school has started to monitor and evaluate its performance but this is not comprehensive enough. The assessment co-ordinator has made a good start on analysing pupil attainment and progress. This has led to the school grouping the pupils by their prior attainment to improve their progress in English and mathematics. There are new procedures to track pupils' progress and to provide groups of pupils with additional support. This shows the school's commitment to improve, as does the newly-set and challenging pupil attainment targets. In addition, the school uses the assessment data on pupils with special educational needs to improve their progress. The funding for special educational needs is well spent. The school offers additional support for mathematics and literacy. The finance for this and for additional information and communication technology resources is spent appropriately.

49 The school's strategy for appraisal and performance management is not fully effective. The school has a recently agreed performance management policy but this is not yet guiding practice. The headteacher has recently written job descriptions for all members of staff that reflect their new responsibilities. However, these are yet to be agreed with individuals. The headteacher and teachers have not been set performance objectives as both the headteacher and the governors thought it wise to await the outcome of the current inspection.

50 The governing body is committed to raising pupils' standards of attainment. Governors are strong supporters of the school and have worked hard during its first eighteen months to develop a better understanding of its strengths and weaknesses.

However, the governors' role in shaping the educational direction of the school is not satisfactory. They were not involved enough in creating the school development plan that was drawn up by the headteacher. They recognise the importance of determining the needs of the school with the headteacher, agreeing its priorities and monitoring the school's progress in achieving them. Information on the school's work comes principally through the headteacher's reports, the recently made links with co-ordinators and through reports to the curriculum committee. Governors receive verbal reports on value for money issues but these are not evaluated or recorded. The finance committee helps to set and monitor the school's budget with advice from the school's finance manager. The priorities for spending this year relied on advice from the headteacher. There are some minor omissions in the school's prospectus and in the governors' annual report to parents.

51 The school makes good use of its resources but does not have systems for long-term development. The school is very well staffed. They are generally well deployed but the disparity in staffing between the nursery and reception for part of the year results in some pupils in reception making slower progress than they should. Pupils with special educational needs are well supported. Staff have a good programme of training that is planned to further the school's priorities and teachers' professional needs. The school wisely decided to employ a part-time technician so that computers are ready for use and teacher can concentrate on teaching. Newly qualified members of staff are well supported with mentors, access to additional training and release time. However, there are few systems to support other teachers new to the school. The school has very good accommodation and uses it well. The nursery has a very good, flexibly-designed suite of rooms that enables staff to work with small groups effectively. Teachers use spacious classrooms to organise work in small groups and some have access to adjacent working areas. The four computer suites make the machines widely accessible and the two halls are used for physical education and assemblies. Most resources are satisfactory. They are good for the nursery, unsatisfactory for religious education, geography, physical education and music. Those for information and communication technology are excellent. Overall, the school makes very good use of the new technology both in teaching, working with the community and for its efficient administration.

52 The school's application of the principles of best value is satisfactory. Governors and staff have made a start on reviewing the school's test results with similar schools to gauge how well the school is doing. Following work on pupils' performance data, representatives of the governing body set more challenging targets with the headteacher. The school employed a surveyor to write a premises development plan to ensure best value from the money available. The school consults the parents and responds to their opinions. For example, parents' opinions were canvassed before a five-term year was introduced and the format of termly reports was changed to make the information clearer and more specific.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise pupils' standards of attainment further in the core subjects*(English, mathematics and science)
Paragraphs 2-7
- (2) Improve pupils' progress in art and design, geography, music, physical education and religious education*
Paragraphs 9-11
- (3) Develop a comprehensive monitoring and evaluation policy*
Paragraphs 47,48
- (4) Improve strategic development planning *
Paragraphs 45,50,51

*indicates that the school has recognised these aspects within its outline planning

In addition to the key issues above, the school should include the following in its action plan:

Ensure that the prospectus and annual governors' report to parents contain all the information they should Paragraph 50

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	42	39	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	334
Number of full-time pupils known to be eligible for free school meals	0	163

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	190

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	11	18
	Girls	24	21	17
	Total	40	32	35
Percentage of pupils at NC level 2 or above	School	78 (n/a)	63 (n/a)	69 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	20	19
	Girls	24	22	22
	Total	40	42	41
Percentage of pupils at NC level 2 or above	School	78 (n/a)	82 (n/a)	80 (n/a)
	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	26	20	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	13
	Girls	11	8	13
	Total	21	18	26
Percentage of pupils at NC level 4 or above	School	46(n/a)	39 (n/a)	57 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	10
	Girls	9	8	8
	Total	18	19	18
Percentage of pupils at NC level 4 or above	School	39 (n/a)	41 (n/a)	39 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	314
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	9.5
Total aggregate hours worked per week	196

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year figures based on a 7/12 budget	2000
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	£
Total income	502,480
Total expenditure	475,165
Expenditure per pupil	2,078
Balance brought forward from previous year	0
Balance carried forward to next year	27,315

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	1	0	1
My child is making good progress in school.	57	41	1	0	1
Behaviour in the school is good.	62	35	2	1	0
My child gets the right amount of work to do at home.	44	39	10	3	3
The teaching is good.	66	32	1	1	1
I am kept well informed about how my child is getting on.	63	30	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	79	20	2	0	0
The school expects my child to work hard and achieve his or her best.	69	30	0	0	1
The school works closely with parents.	52	40	2	2	3
The school is well led and managed.	76	22	1	0	1
The school is helping my child become mature and responsible.	63	33	2	0	1
The school provides an interesting range of activities outside lessons.	45	39	5	1	10

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

53 Children begin the nursery with a wide range of starting points and many have poorly developed speaking and listening, mathematics and personal and social skills. There are good arrangements for introducing children to school. These build good relationships with parents and help children to settle in quickly because staff plan well right from the start. The Sure Start playgroup and parents' groups also help to improve children's early learning. Staff use good assessment and record keeping to check children's progress and to plan effectively for the next steps in learning. In the nursery, children make good progress because teaching, staffing and resources are very good. Provision in the reception year is not as good because staffing levels are worse during parts of the year. Due to the quality of teaching, children's progress in the reception class is at least satisfactory. By the time children are ready to start Year 1, most attain the early learning goals in personal, social and emotional development, in creative development, in knowledge and understanding of the world and in physical development. Although the majority attain the early learning goals in communication, language and literacy and in mathematical development, nearly half are still working towards them and standards in these areas of learning are not yet high enough.

Personal, social and emotional development

54 The school rightly places emphasis on this area of learning and the quality of teaching is good. Staff encourage parents to help their children learn and children begin to see themselves as capable learners. Through good teaching and well-prepared activities, staff inspire children's interest and maintain their concentration. In the nursery, staff have an excellent understanding and provides very good role models for the children so that they grow in confidence and build good relationships with adults and with one another. They organise activities and equipment well so that the children develop independence as well as their ability to work together. For example, a child acting out a story could concentrate intently while working alone with the dolls' house and then successfully take part in a group role-play. Children also learn to take responsibility for looking after equipment and clear away very efficiently. Staff take time to talk with children to help them behave considerately and to apologise if they hurt or upset someone. In the reception class, the teacher handled a situation very well when one child unwittingly hurt another, an apology was made and the children concerned played together to show that they were still friends.

Communication, language and literacy

55 Because the children come to nursery with poorly developed speech and language, staff place a lot of emphasis on talking with children about what they are doing. This helps them develop clearer speech, sentence construction and a wider vocabulary. This is a strong feature of the nursery teaching as staff work with small groups for extended periods of time. For example, speaking in character, a group of children made very good progress as they used toy bears and simple props to put the story of "Goldilocks and the Three Bears" in the right order. With fewer adults in the reception class, the quality of teaching is satisfactory because there are not as many opportunities for such intensive attention. However, the teacher uses the times well when the class is together. A significant minority of children continues to have poor speech as they start Key Stage 1.

56 In both the nursery and reception classes, children enjoy listening and responding to a range of stories, poems, rhymes and songs. They learn how to handle and enjoy books, turning the pages, pointing to print and interpreting pictures. They enjoy sharing books with each other and with adults. As they make progress, they learn to recognise common words and begin to use letter shape and sound combinations to read new words. The reception

class teacher uses elements of the literacy framework well. The pace of learning letter names and sounds is too slow because reception staff have not received appropriate training in this. Children in nursery are given many opportunities to write independently but this is not built on well enough in reception.

Mathematical development

57 In the nursery, the quality of teaching is good and staff build opportunities for promoting mathematical development into a wide variety of well-planned activities. For example when the children search for hidden bears in the outdoor area, staff help them to check whether all have been found and to work out if any are still missing. When using modelling materials to make snakes of different lengths, the children correctly describe them as long or short. When some become very long indeed, they coil them round to form and name a spiral. Necklaces and belts are made to fit Daddy, Mummy and Baby Bear and, with adult support, children count the number of beads.

58 In reception, the teacher uses the National Numeracy Strategy very well to build on this early learning. Through imaginative situations, such as the animals entering the ark two by two, the children learn to count in twos to 6, to 10 and some to 20. Children explore small, medium and large containers and begin to learn about the relationship between size, shape and capacity. They learn to count accurately and record numbers up to 10. Such learning is reinforced and developed as the children engage in practical activities such as preparing a breakfast while learning about healthy diet. The reception teacher has good subject knowledge but there are not enough resources to support large group or whole-class practical mathematical activities.

Knowledge and understanding of the world

59 The children start nursery with wide differences in their knowledge of the world around them and many come with very limited experiences. Staff plan a good range of interesting activities to develop children's skills and knowledge in this area of learning. Children explore the feel of different natural and man-made materials and learn about their properties as they build houses for the "Three Little Pigs". In the reception class, children name a variety of foods and sort them into groups of fruit, vegetable, meat and fish. From nursery onwards children build and make using a variety of equipment. In the reception year these opportunities are made more demanding as, for example, when constructing a bed or a chair suitable for one of the three bears. In both nursery and reception, the quality of teaching is good. Children make good progress in using information and communication technology to support their learning. They confidently operate tape-recorders and a range of computer programs. Children know how to find their way around the school and can name the people who help them. Through observation walks in the school grounds and the locality, they notice features of their environment. They know simple phrases for describing time passing, talk about events that have happened in their lives and show interest in objects from the past. They are interested in learning about their own and other people's cultures and beliefs, for instance when learning about Chinese New Year celebrations.

Physical development

60 The nursery outdoor area is well designed to offer an appropriate range of activities to develop children's strength and stamina, and the skills of running, jumping, climbing and balancing. There is a good variety of wheeled toys and children control these well. For example, at the end of a session the children "park" their bikes safely, ready for the next group to use. Small apparatus for hand-eye co-ordination is currently in short supply but there are plans for replacing old and worn equipment. Children in reception do not have easy or regular access to this area but two hall times are used well to provide them with opportunities for vigorous physical activity. Although teaching and learning is satisfactory,

staff have rightly identified this as an area for improvement. Children in nursery and reception are successfully taught the skills needed to develop control of tools and finer movements.

Creative development

61 This is a strength of the foundation stage curriculum. Staff have good subject knowledge and a very good understanding of how young children learn well. They use this very well to plan challenging tasks to suit the ages and interests of the children. They inspire and support the children's learning so that they make good progress. Children successfully learn to mix colours and shades for painting and printing. Children in the nursery produce bold, expressive paintings working together on large sheets of paper with big brushes. They work in three dimensions to produce models of dragons and textured collages. Staff plan good quality imaginative play to promote and support learning in all areas of creative development. This is particularly effective in the nursery where staffing levels allow more adult involvement. Children respond very well to the music they listen to and they sing and dance with enthusiasm. They play and name a range of simple instruments. The well-planned opportunities for children to make choices are an important factor in helping them to make good progress in developing their creative skills.

ENGLISH

62 Pupils' 2000 end-of-Key Stage 2 standards of attainment were well below the national average and below the average of similar schools. At the end of Key Stage 1, pupils' standards were well below the national average in reading and in the lowest five per cent in writing. Standards in reading were above average when compared with similar schools but standards in writing were well below average. This is partly because at least one third of pupils start school with levels of attainment below that generally found. Girls performed much better than boys. At the end of both key stages, pupils' current standards of attainment have improved since last year with a higher proportion of pupils working within the expected levels. Pupils' progress in Key Stage 1 is satisfactory and in Key Stage 2 it is good. This includes pupils with special educational needs. However, standards are not yet high enough. The school has recognised this and has set challenging targets for further improvement.

63 Pupils' attainment in speaking and listening in Key Stage 1 is below what is expected and most make unsatisfactory progress. This is because there are not enough planned opportunities for pupils to learn and practise these skills. Teachers encourage pupils to listen carefully and a significant minority are learning to do this. They show that they are listening by their answers and comments. For instance, one pupil listening to a story asked, "What's a pit?" and another "What's a servant?" A minority of pupils do not listen well and interrupt by calling out. This hinders their learning. Many pupils find it hard to say what they want to because they do not know what words to use and often do not pronounce them properly. A pupil asked to say what 'end' meant said, "It's - like - when you - like - it means the end - like, I can't remember the rest." He then showed with arm movements that he knew what it meant but could not say it.

64 In Key Stage 2, pupils make satisfactory progress in speaking and listening in Years 3/4 and more rapid progress in Years 5/6 so that by the end of the key stage attainment is nearer to what is expected. When reading literature together, they comment and ask and answer questions to show that they have listened well. Teachers encourage clear and confident speaking and extend knowledge of vocabulary, and pupils feel able to express their views. In Years 3/4, a minority of pupils still find it difficult to express themselves because they do not know the right vocabulary. Teachers work well by asking other pupils for suggestions and so making one pupil's difficulty a learning point for all. Opportunities to take part in school performances and for discussions in personal and social development lessons enrich the curriculum and help pupils to develop speaking and listening skills further.

65 Most pupils make satisfactory progress in reading and higher attaining Key Stage 2 pupils make good progress. In Key Stage 1, more than half of the pupils are working within the expected level of attainment. Pupils with special educational needs make satisfactory progress towards their targets in their individual education plans. This is because they have good support from classroom assistants and teachers and they focus on learning their sounds and letters when practising their reading. Most pupils are not using letter sounds enough to help with unfamiliar words. In literacy lessons, pupils are taught to think about beginnings and middles of words but this is not emphasised enough. Teachers give regular opportunities to practise reading and this, together with help from most parents at home, means that the pupils are beginning to read more accurately and with more understanding. When pupils work in smaller groups with their reading they are enthusiastic and this helps their progress.

66 In Key Stage 2, pupils read a range of texts and understand characters and events very well. "He's like a shady character really, not very interesting but people know he's there because he's important to the plot" was one pupil's comment on a character in her book. Lower attaining pupils are well supported in class and groups are taken out for extra support to help them achieve as highly as possible. This is helping them to make steady progress. Pupils' rates of progress increase noticeably in Years 5/6 because teachers expect a lot of them. They quickly learn to break down longer unfamiliar words and use clues in the passage to help them to make sense of their reading. Teachers encourage pupils to think about what they have read and work out how authors keep readers interested. Pupils enjoy their learning because tasks are interesting and they want to do well. Teachers encourage "reading between the lines" to give pupils a deeper understanding and help them to talk about their reading knowledgeably and enthusiastically. One pupil summed this up with, "Reading is ace. When I started reading I didn't want to but now I'm into it I can't stop." Other pupils agreed and said they particularly enjoyed some of the new books the school has bought such as the Harry Potter series.

67 In writing, more than half the pupils in Key Stage 1 are working within the expected level and in Key Stage 2 almost half are. Pupils' progress in grammar, punctuation and handwriting is good in both key stages because teachers are focusing on what pupils need to do to improve and teaching is good. In Key Stage 1, teachers encourage pupils to structure stories and use different vocabulary to make their writing interesting. They write better when teachers and classroom assistants support them. Teachers know this and are giving as much support as possible whilst encouraging independence. In Key Stage 2, teachers provide a range of opportunities for writing both in English and other subjects such as history. In both key stages, teachers make good use of texts as models for writing to help pupils with structure and vocabulary. Teachers are focusing in great detail on how to improve writing and because of this the pupils know exactly what to do to get better and are trying very hard to do so. One Year 6 pupil learning to use metaphors, similes and correct speech punctuation said, "It's interesting this, I like words and I want to get a level four. I need to do this work for that."

68 Teachers are determined to raise attainment and constantly encourage pupils to succeed. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers plan well to teach writing. They show pupils how to develop character portraits, settings and endings within a clear structure for story writing. They point out new vocabulary from different texts and encourage pupils to use this. They teach how and when to use correct punctuation and grammar. During regular handwriting practice, they concentrate on the basics. They show pupils how to sit correctly, hold the pen properly and form and join letters carefully. As a result, the standard of handwriting and presentation is good throughout the school. Teachers make satisfactory use of information and communication technology for pupils' redrafting of written work. Teachers assess pupils' work well to find out what they

need to do to improve and then they teach those aspects intensively to help pupils make progress. They work well with classroom support assistants to make sure that pupils are well supported. This helps pupils make regular gains in reading and writing. In Key Stage 1, most teaching of writing is good. However, in a minority of lessons, work is not always matched to pupils' understanding, such as copying out words and definitions that they cannot read. Teachers do not plan enough opportunities to teach pupils their letter sounds and pronunciation to help with their reading and speaking.

69 The two subject co-ordinators have made a determined start to raising pupils' attainment. They have introduced the Literacy Strategy satisfactorily with good planning for teaching reading and writing. They know that teachers still need guidance on teaching speaking and listening and a more systematic approach to teaching letter sounds in reading. They have a good overview of the subject and of what pupils can do and know exactly what needs to be done to improve learning. They give good direction and support to teachers and use assessment well to set targets for pupils to raise attainment. Both have a good knowledge of the teaching of English and are able to help other teachers. This raises awareness of what needs to be done and has a good effect on pupils' learning.

MATHEMATICS

70 During the school's first year, the initial test results at the end of both key stages were in the lowest five per cent when compared with schools nationally and were well below those of similar schools. There was little difference in the performance of boys and girls. Over the last year, the school has made good progress in raising standards and improving pupils' progress and has them as a major priority. This rate of progress has increased this year because the school is making good use of its information on individual pupils' attainment to group them by ability and match the work to levels of attainment. In addition, the school sets challenging targets for improving pupils' progress, is introducing the daily mathematics lesson and has deployed its staff well.

71 In the current Year 2 and Year 6, most pupils are working within the levels of attainment expected for their age. The proportion of pupils who are working at the expected level has increased since last year. However, this proportion is not large enough and standards are unsatisfactory. The school has recognised this, has set more challenging targets and is continuing to have mathematics as a main improvement priority. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, particularly in Year 6. This is largely due to the proportion of good or very good teaching in this latter year group. Pupils who have special educational needs often make good progress because the work is well matched to their pace of learning and because they are well supported by classroom assistants. Higher attaining pupils in Year 6 often make good progress because challenging work is set for them. A very high attaining pupil in Year 3 is making good progress because he routinely works with higher attaining Year 4 pupils and responds well to higher expectations of his work.

72 The school has worked hard to improve standards in aspects of mathematics such as shapes and measurement and in the use of data. This effort is now showing through in pupils' work. For example, in Year 6, higher attaining pupils are collecting data on road traffic and on sets of numbers. In both cases, they use pencil and paper and computers to draw straight-line graphs and then work in groups to generate questions they could ask others. This is good progress from Year 4, when they learn to draw block graphs about pupils' colour and food preferences. In Year 2, a group of lower attaining pupils searched the classroom for examples of three-dimensional shapes and named them accurately. One boy said to himself, as he looked, "Now where's my sphere" before finding and drawing it with some pride. Pupils do not make enough progress in their number work. Most are hesitant in providing answers to mental calculations and have difficulty with seeing quick solutions to

mathematical problems. This is partly because all teachers do not teach the first part of the daily mathematics lesson consistently.

73 Most teaching is satisfactory and just under a third is good. A few lessons were unsatisfactory and one lesson was very good. There is a higher proportion of good teaching in Key Stage 2. The school is implementing the National Numeracy Strategy satisfactorily. However, not all aspects of the daily mathematics lesson are taught equally well. The greatest variation in quality is in the beginnings and endings of lessons. The middle parts of most lessons are taught well. During the best of the mental and oral sessions, teachers encourage pupils to recall number bonds and facts and allow pupils to explain to the class how they worked out the answers to problems. The teachers encourage pupils to think through their answers and consider if these are reasonable. Pupils develop confidence and begin to see that they can use various methods of mental calculation. The key to the success of these lessons is their pace. Many pupils have short spans of concentration and the better teaching recognises this by asking questions across the class and by changing the tasks to maintain interest. This good teaching also allows pupils who have difficulties in expressing themselves the time and support to think their answers out. Sometimes lessons are introduced too slowly and pupils' interest is not caught at the outset. Questions are not directed well enough and too little time is spent in reinforcing basic number skills.

74 During the middle sessions, the teachers are helped by the school's system of grouping pupils by ability. This enables teachers to set group tasks that are well matched to pupils' level of understanding. Most pupils work well in these groups. They share equipment and listen to one another's ideas. They are interested in their mathematics but are sometimes over-concerned about getting the right answer. Sometimes teachers place too much emphasis on the right answers during the final part of the lesson rather than exploring with pupils how they arrived at their answers. Teachers' planning is generally satisfactory, with enough detail to make clear to pupils what the main learning points are. Better planning includes the key words that pupils are to learn. Some teaching features very challenging questions. In a Year 2 class, pupils were rolling pairs of dice and recording the results on a class block graph. After a while, the teacher asked if pupils could spot any patterns. Some noted the relative frequency of some numbers and, after some prompting, one pupil realised that the number one would never appear because, as she said "You can't have the littlest one because there are two dice and so the smallest number will be two."

75 Teachers use resources well. This is particularly true of information and communication technology. In Key Stage 2, in some mental and oral sessions teachers used the interactive whiteboards very well to write up examples of pupils' working out and then to show other ideas. Pupils also use small boards to record their answers during these sessions so that the teacher can quickly assess their accuracy. Teachers set homework regularly and follow this up in class. Where there is a good response from pupils, it helps to strengthen their number skills.

76 The school closely monitors pupils' attainment and progress. This helps teachers put pupils into teaching groups according to their prior attainment and prepare suitable work for them. The assessments also help staff set challenging targets for individual pupils and groups and provide additional support for Year 6 pupils as they prepare for their end of key stage tests in May, and also for some Year 5 pupils. The school reminds parents to encourage their children to attend, and those pupils who do benefit in terms of more practice and develop a wider mathematical understanding.

77 The subject is led satisfactorily in most aspects but the monitoring and development of teaching is not systematic. The co-ordinator does not have a detailed school overview because of this and because the role is not well defined. However, she has led some staff

training and is integrating the additional support from the Local Education Authority the school will shortly receive. Other subjects such as science and geography make a satisfactory contribution to pupils' numeracy skills. The school is well staffed with teaching and support personnel who generally work well together to support pupils' learning. In a few lessons, this classroom support is not well targeted and too much is done for the pupils rather than developing their independence. Staff use the spacious classrooms well for teaching in small groups and providing access to resources.

SCIENCE

78 In 2000, the results of teacher assessments of pupils' attainment at the end of Key Stage 1 were well below the national average. As a result of better teaching most of the current Year 2 pupils are now working within the expected level and standards are satisfactory. In 2000, the end of Key Stage 2 results were well below the national average and below those of similar schools. In the current Year 6, the proportion of pupils working within the expected level has increased since last year. However, standards are unsatisfactory because this proportion of pupils is not yet high enough. The relative improvement is the result of a better-planned curriculum, careful assessments of pupils' progress and some good teaching. During the inspection, pupils generally made satisfactory progress in lessons and some made good progress in those lessons where teaching was good. Over time, pupils in both key stages have made satisfactory progress from their starting points. The majority of pupils with special educational needs make satisfactory progress because teachers target the support they give to them.

79 In Year 6, pupils help each other to handle materials and equipment during a lesson on filtering water. Here opportunities to filter water were limited by the range of materials available. Pupils in Year 4 explore the permeability of rock. They consider ideas for creating a fair test and show a good understanding of methods of scientific enquiry. Pupils are very interested and respond very well to the activity. They handle the varied rock samples and equipment with great care. They show initiative and work well in small groups counting the number of drops of water that each type of rock will absorb. They keep careful records of their findings while the experiment is in progress. Pupils in Year 2 confidently and correctly categorise animals into different groups. They use textbooks to find out about amphibians and the differences between whales and dolphins.

80 The teachers' planning sheets have spaces to record pupils' progress and they use these assessments to alter other lesson plans to match the pace of pupils' learning. They ensure that new work builds on pupils' knowledge and skills. Most teachers have good subject knowledge so they can encourage pupils to investigate their scientific ideas and introduce pupils to specific subject vocabulary. In this way the requirements of pupils capable of higher attainment are properly met. In a few lessons, teachers are not clear enough with their initial instructions and do not follow up quickly when pupils do not understand. An example of this was in Year 2 when pupils were confused over the fact that unifix cubes represented a centimetre. A rather difficult concept to grasp and in this case, resources were not well used. Most lessons are well structured and give enough time for pupils to experiment for themselves. A good example of this was in Year 4 lesson when pupils made careful observations of the rate at which water soaked through different materials. Teachers generally encourage pupils to work in groups for part of the lesson. Most behave well and learn to take turns and share resources. Teachers encourage pupils to reflect on what they have achieved in lessons and to write about the thing they most enjoyed about each science project. Teachers do not give older pupils enough opportunities to make decisions and choose from a range of materials when planning an investigation. As a result, pupils' skills in this are limited.

81 The curriculum provides a range of worthwhile opportunities, which captures pupils' interest and helps them maintain concentration. The co-ordinator has put in place a scheme of work, which is adapted to the needs of the school. Teachers create some opportunities for discussion in science lessons. However, the school does not yet have a scheme of work for speaking and listening, showing how these skills could be systematically developed. As a result, skills are not developed progressively. Teachers use colourful displays to show the wonders of the natural world, for instance the changing seasons and the life cycles of insects. The curriculum co-ordinator does not monitor planning, teaching or standards systematically. However, teachers use the school's excellent information and communication technology equipment well. For instance in one lesson, two Year 6 classes were linked, using video conferencing facilities, to make the most of a teacher's subject expertise.

ART AND DESIGN

82 Although very little teaching of art and design was seen during the inspection, other evidence shows that seven-year-old pupils are working within expected levels, but that by the end of Key Stage 2, pupils are working below expected levels and standards are not high enough. This because the scheme of work has not been in place long enough for pupils to develop their art and design skills to the appropriate level. Pupils in Key Stage 1 use a range of media and materials. They develop their skills in using techniques such as sponge printing, paper weaving, painting and modelling. Pupils in Key Stage 2 sew, create a collage picture and draw to different scales. An example of their drawing was when Year 6 drew a soup can on one scale, then reproduced it on another.

83 The quality of teaching is satisfactory and teachers are now offering pupils more opportunities to develop and practise their skills. An example of this was when Year 2 pupils used a variety of materials such as card, sequins and tissue paper to create a three dimensional collage on a box. Pupils produce their own work in the style of an artist. An example of this is pupils' own ideas produced in the style of Matisse. In Key Stage 2, pupils are beginning to evaluate their work but not in sufficient depth. They produce two and three dimensional artwork and pupils give reasons for their choice of materials. An example of this is where Year 4 pupils produced three dimensional gargoyles from papier-mache, creating a hard-surfaced model from a pliable material. Teachers' short term planning is improving now that they are using national guidance as their basis. Teachers use several methods to support pupils with special educational needs including encouraging them to work in mixed ability groups to share their ideas. Key Stage 1 pupils recently made a visit to Grimsby Art College as the result of a course the co-ordinator attended. Following this the pupils were enthusiastic about what they saw there and have made three dimensional models using tissue and cane. The visit has raised pupils' expectations of what they can achieve.

84 Teachers do not assess pupils' progress in art and design consistently. The co-ordinator plans to gather a portfolio of pupils' work for teachers to improve their assessments. Teachers encourage pupils to work together and to provide support to each other. Displays of pupils' work are a prominent feature of the school's work. Teachers put effective displays up in their classrooms and nearby corridors. Besides adding strikingly to the school's ethos, they help raise expectations and show the high standards that a few pupils reach.

85 The art co-ordinator has good specialist knowledge and is well placed to offer training and support for colleagues. This has not yet been among the school's main priorities. She has completed an initial audit and is aware of what needs to be done to make improvements. The co-ordinator role is unsatisfactory because she does not have a good overview of provision. For instance, she does not routinely monitor planning or examine pupils' work.

DESIGN AND TECHNOLOGY

86 Pupils' attainment at the end of both key stages is broadly in line with that expected nationally and is satisfactory. In Year 2, pupils understand the importance of stability in designing climbing apparatus for young children. They use models, pictures and words to describe their designs. They assemble, join and combine components in a variety of ways. Pupils use a range of commercial construction equipment and wood, which they join with glue. In Year 6, they know how to use a cam to change movement from circular to linear, and can apply this knowledge to design toys. Their design drawings include a good amount of detail such as lengths of component parts. This aspect of the subject makes a satisfactory contribution to pupils' numeracy skills.

87 The quality of teaching is sound and is based on clear planning. Pupils' progress is satisfactory. This is because an appropriate scheme of work has been introduced. It is used to plan sequences of lessons in which pupils develop their design and construction skills. Pupils in Year 2 listen to the teacher's clear explanation of the task, during which they learn about the importance of evaluating their designs. They have the opportunity to use a wide range of materials. They are beginning to recognise what they have done well and suggest things they could do better. Pupils in Year 6 share their ideas, using words, labelled sketches and models. There is a busy atmosphere in lessons and all pupils are involved in their work. They are taught well to measure, cut and join wood, using saws, drills, and glue guns. They realise the importance of sharing tools and use them with due regard for safety. Teachers encourage pupils to evaluate their work as they carry out a task and to alter their plans where necessary. The teachers record pupils' progress on their planning sheets and use these assessments to alter other lesson plans to match the pace of pupils' learning.

88 The design and technology curriculum provides each pupil with opportunities to design and make a range of items. The scheme of work has been introduced fairly recently and adapted to the needs of the school. Although there are some opportunities for discussion during design and technology lessons, the skills of speaking and listening are not developed systematically across the school. All pupils, including those with special educational needs, are involved in their learning. Lessons provide good opportunities for pupils to take the initiative and work together. There are useful links between design and technology and other subjects. For instance, pupils in Year 2, who are designing children's climbing apparatus, have opportunities to handle toys from the fifties and sixties in history lessons. The co-ordinator purchases resources each term to ensure that the tools and materials needed for lessons are available. However, there is no routine monitoring of teachers' planning or of lessons. The amount of time devoted to design and technology in Key Stage 1 is below the nationally recommended figure. Resources are good. Pupils in Key Stage 2 are encouraged to continue their work outside lesson times and for this they use a Year 6 classroom before school.

GEOGRAPHY

89 Pupils' standards of attainment in both key stages are below those expected nationally and have made slow progress over time in developing geographical skills and understanding. This is principally because the school has only recently adopted national planning guidance and skills have not been developed. For instance, few pupils have satisfactory map reading skills and most have some difficulty in describing features on a map key. Teachers are quickly getting used to the new schemes of work and in all but one lesson observed, most pupils were making good progress. Pupils with special educational needs make satisfactory progress towards their individual education plan targets due to the support that the school provides.

90 No teaching was seen in Key Stage 1 and the quality of teaching in Key Stage 2 is mostly good. Teachers encourage pupils to discuss their views. An example is where Year

6 pupils present their views about a road closure in Grimsby, and the effects this would have on various interested groups. Most teachers organise the classes well so that different viewpoints are considered. Those teachers with good subject knowledge use it well to introduce the correct geographical terms. Teachers make assessments of pupils' progress and are beginning to use them to adapt their plans for the next lesson. In the one unsatisfactory lesson, pupils were not given enough chances to discuss and explore their own views. Teachers make links with other subjects to consolidate basic skills. A good example of this is when Year 5 pupils use their mathematical skills to produce a graph illustrating their survey findings. In this aspect, the subject makes a satisfactory contribution to developing pupils' numeracy skills. Pupils use the interactive white boards (computer assisted marker boards) to demonstrate their views graphically and make plans for environmental changes to improve the area.

91 Geography makes a good contribution to pupils' moral and cultural development, for example, when pupils consider environmental issues such as local improvements. Time allocated to geography is below the minimum recommendation because additional time has been allocated to literacy and numeracy. This is slowing the development of the subject. Co-ordination of the subject is unsatisfactory. An initial audit has been carried out but the co-ordinator has little experience in leading geography. She recognises her need for training so that she can help teachers with planning. Although teacher assessments are carried out, there is no overall school picture of pupils' progress. The co-ordinator does not routinely monitor lesson planning and there is no long-term plan for improving the resource shortages that have been identified.

HISTORY

92 The standard of attainment at the end of both key stages is broadly in line with that found nationally and standards are satisfactory. Pupils generally make satisfactory progress and make good progress in lessons that are carefully planned to develop key skills. A scheme of work has been introduced, which includes sequences of lessons to develop and assess pupils' historical skills and knowledge. Eleven-year-olds have a satisfactory understanding of chronology. They are beginning to use a variety of sources to research their work and then combine this into accounts of their own. Pupils with special educational needs make good progress against their individual education plan targets because work is well matched to their needs.

93 The good quality teaching is based on good planning. For example pupils in Year 2, over a period of weeks, learn about life in the fifties and sixties, through handling and talking about some children's toys from the period. Finally they use their knowledge to make labels for the toys, which are displayed in a museum in the school. Pupils can therefore share their knowledge with others who visit the museum. The work provides a real purpose for writing and therefore promotes higher attainment in English.

94 Teaching, in a Year 4 lesson on the Victorians, is successful because the teacher uses photographs of Victorian schools for rich and poor children to stimulate pupils' interest. The teacher skilfully questioned pupils about the photographs. In this way they learn about key elements of life in Victorian times as well as how to use photographs as a historical resource.

95 In well-taught Year 6 lessons, pupils are clearly told that the objective is to understand that historical evidence can be presented and interpreted in different ways. They look at photographs of some objects from the wreck of the Mary Rose. The teacher explains that they are to do some archaeological detective work. They use knowledge gained during previous lessons to develop ideas about the objects. They are asked to decide which tradesman aboard ship owned each set of objects and whether they are real or replicas.

Teachers' expectations are high, the pace is brisk, resources including the interactive whiteboard are used well to stimulate and sustain pupils' interests and teachers' questions are challenging. Pupils are very involved in their learning and make good progress. There is a quiet, purposeful atmosphere in which everyone can concentrate and learn. Pupils maintain their interest very well throughout the lessons. This is because the carefully planned range of activities gives pupils' the knowledge and confidence they need to evaluate information from different sources and to question and theorize about them.

96 History lessons provide a broad and varied range of interesting and challenging activities, which capture pupils' imagination and build on their curiosity. Although the curriculum co-ordinator is new in post and the scheme of work has been introduced very recently, history makes a satisfactory contribution to pupils' learning and development. Teachers make good use of eye-catching displays of historical toys and costumes. The use of writing in history supports the school's raising of attainment in literacy. Support for pupils with special educational needs is good. They work effectively in groups, including pupils of different abilities, and also receive additional support from the teacher to ensure that they are able to participate fully. Teachers make good use of the Internet to give all pupils access to different sources of information about the past. A variety of items borrowed from the local Museum Loan Service are used well to enrich pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

97 At the end of Key Stage 1, pupils' standards of attainment match those expected for their age and are satisfactory. Their rate of progress is satisfactory. By the end of Key Stage 2, pupils' standards of attainment are good and exceed those expected for their age. Key Stage 2 pupils make good progress in lessons and over time. Eleven-year-olds can collect and interpret data. They are beginning to use and present information from different sources. Their use of control technology is satisfactory. Pupils with special educational needs make good progress towards their individual education plan targets because they are stimulated by the technology and are highly motivated. They make good use of the subject to improve their literacy skills.

98 Teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. This difference is partly because teachers' subject knowledge in Key Stage 1 is sound and it is good in Key Stage 2. It is also because there is only one interactive whiteboard here (compared with five in Key Stage 2) and only one teacher can take advantage of it. The school plans to increase this provision as finances allow and recognises that Key Stage 1 staff will need additional training once this provision is in place. Nonetheless, they make good use of the equipment they have and pupils work regularly in the computer suite. For instance, teachers give clear instructions when pupils learn word processing skills. They have high expectations when, for instance teaching pupils to use a program called "Roamer World" to create repeating patterns.

99 The main reasons for pupils' good progress in Key Stage 2 are the high level of teacher confidence and expertise and the level of resourcing. A number of the teachers have led training sessions in the use of interactive whiteboards for the Education Action Zone's schools. In school, the teachers routinely use these whiteboards to promote learning in ICT across the curriculum. For example, in history pupils access the Internet for research. Both teachers and pupils have become increasingly confident and experienced in the appropriate skills and knowledge and make good use the subject.

100 All teachers support each other well and share their skills. All classes now include ICT in their weekly timetables. Teachers use the time in the computer suites effectively to teach and consolidate new skills, which are later used in other subjects. A good example of this was when Year 5 and 6 pupils were taught to use the Internet to research Hindu

weddings for their religious education lesson. Teachers also use computers effectively for enhancing the literacy skills of pupils with special education needs. Lessons are well organised and teachers give clear explanations and instructions. The majority of lessons are well managed, but in a small number, pupils who need additional help sometimes have to wait for too long for support. Teachers assess pupils' attainment over a module of work but there is currently no system to track pupils' attainment and progress over the short term.

101 The school is using the national planning guidance well to introduce new learning and build on what pupils already know and understand. In addition, the subject co-ordinator has provided useful advice and guidance on the use of specific software. Many of the pupils do not have a computer at home. The school compensates for this by making two of the computer suites available to all year 5 and 6 pupils before school starts. Pupils are eager to make an early start and their work is increasing their confidence and expertise. Over forty pupils attend regularly to take advantage of the scheme and the school's excellent facilities.

102 Pupils are extremely keen to use computers, scanners and web cameras and older pupils use them well. The majority of the Key Stage 2 pupils use the Internet and e-mail with confidence. All pupils have their own personal e-mail address that they begin to use well in Key Stage 2. A good example of this was when a Year 6 pupil used e-mail to answer a message from an Italian pupil contacted through the Internet. Pupils work well individually and in pairs with a minimum of fuss and listen carefully to demonstrations and instructions. The distribution of computers across the school is excellent. There are four computer suites and six interactive white boards. The school has the facility to teach all aspects of the subject and does so well. It has used wisely both its own finances and those made available through the Education Action Zone.

103 The use of information and communication technology is good. The subject planning covers all aspects appropriately. Year 2 pupils are learning to drag and drop graphics in story writing software and to draft and edit text. Year 5 and 6 pupils are learning to enter data into spreadsheets and to enter formula through which to quiz the database. They also access the Internet with their teachers through the interactive whiteboards when, for instance they carry out historical research. Although the pupils have good access to the subject through the computer suites, there are few opportunities to use computers independently within other subjects.

104 The subject is well managed by the enthusiastic co-ordinator who has a high level of personal expertise. She has a very good over-view and manages well the various funds for staff training and resources. The subject development plan clearly identifies appropriate priorities for the development of the subject including better monitoring of teaching, which is unsatisfactory. Overall, the school has wisely invested heavily in training to make the most of an expensive resource and more is planned to meet individual teachers' needs.

MUSIC

105 At the end of Key Stage 1, pupils make satisfactory progress and attain within the nationally expected level. At the end of Key Stage 2, pupils' progress and attainment is satisfactory in singing but unsatisfactory in the subject overall. This is because pupils have not had enough experience of music over time and because many teachers in Key Stage 2 do not have sufficient knowledge or confidence in their ability to teach music. Eleven-year-olds have a limited knowledge of notation and of musical vocabulary.

106 Teaching in Key Stage 1 is satisfactory and pupils enjoy their music making. They can clap or tap a steady beat and transfer these skills to playing untuned percussion instruments. They know and use a simple technical vocabulary, naming their instruments correctly and describing changes they are making using words such as tempo and pitch.

They have a good sense of rhythm and suggest rhythmic actions to accompany a song about building a house. They listen carefully to recorded music and recognise when the tempo is “quite fast” and adjust their actions to fit. Where teaching is good, the teacher observes and assesses pupils as they respond to activities and provides support through skilful questioning and guidance. For example children are given a simple breathing exercise to improve the tone of their singing. Teachers in both key stages do not assess pupils’ progress in music with enough accuracy.

107 Teaching in Key Stage 2 is unsatisfactory although pupils respond very well to music-making opportunities. Besides unsatisfactory subject knowledge, teachers do not expect enough of their pupils and are not confident when using music resources. Pupils work well together in small groups for example, combining sounds to express their ideas and feelings about the universe. When given opportunities to listen and review their work they also respond well. In one lesson, a pupil explained that another group’s music had sounded “like a cold cave”, without knowing that the piece was based on the planet Neptune. Pupils lack the knowledge and skills to develop and refine their ideas at appropriate levels for their age and ability.

108 Teachers develop singing in the weekly hymn practices. They choose songs well to appeal to the pupils and make good teaching points to improve the quality of singing. In this way, pupils’ standards in singing are good at the end of Key Stage 1 and satisfactory at the end of the Key Stage 2.

109 The subject co-ordinator has recently written a new policy and scheme of work based on national guidance and this is beginning to take effect. Music is now a regular weekly lesson but provision in Key Stage 2 is not wide enough. Teachers are rising to the challenge but they require further support and development, perhaps utilising the musical skills of teachers and staff in other parts of the school. Other important factors limiting achievement in music is the unsatisfactory quantity and range of instruments (particularly of tuned instruments) and their use in lessons. The school has made good arrangements to support pupils financially who wish to learn an instrument via the local “Music Lincs”. There is a satisfactory range of opportunities for pupils to participate in extra-curricular musical activity.

PHYSICAL EDUCATION

110 Developing the physical education curriculum has not been a recent school priority and progress has been slow since the school opened. Only one aspect of physical education was seen during the inspection, although all are taught. It was not possible to see gymnastics in Key Stage 1 during the inspection week and so no judgement can be made about younger pupils’ progress and attainment. At the end of Key Stage 2, while a few Year 6 pupils make satisfactory progress and are attaining the expected level of gymnastics skills, most are working below this level and standards are unsatisfactory. Pupils make satisfactory progress in developing social skills such as appreciating the efforts of others and taking turns. They have some understanding of the effects of exercise on their bodies.

111 Most teaching is satisfactory but hindered by the general lack of subject expertise and a scheme of work to guide planning. Teachers plan from national guidance and some also use another scheme of work for gymnastics written for the school. While this scheme is a useful guide for coaches in gymnastics clubs, it is not an adequate substitute for a school scheme of work. Teachers’ management of lessons is generally good. Pupils carry out instructions and work well in small groups. While teachers make good coaching points to improve the performance of a few more able pupils, they do not encourage all of the pupils to try out balances and movements that are within their range. Consequently, although all pupils try hard to improve, only a few succeed to the level expected. This narrow range of teaching is not found in all classes. In a few, teachers encourage pupils to try out different

balances and movements to build their confidence. They then use pupils' achievements as examples and introduce finer coaching points to develop the movements further. This approach helps all pupils to have some success as well as developing the more imaginative use of their bodies. All lessons have a satisfactory structure, with opportunities for pupils to warm up and cool down after exercise. Pupils respond well to the balance of instruction and practise but do not get enough chance to comment on their own progress or the performance of others.

112 The physical education co-ordinator is new to the role and does not have a strong subject background. She has a very limited role in developing the subject but recognises the main areas that need improvement. Her plans include increasing her own expertise and that of her colleagues through a staff training programme. She also intends to produce a scheme of work with her colleagues to help them plan their lessons. She currently does not monitor teachers' planning and recognises that a systematic monitoring programme followed by discussion would be a useful support for all staff. Indoor gymnastics equipment is satisfactory although two items in the Key Stage 1 hall are too large for pupils to set up for themselves. There is not enough small games equipment for inside and outdoor use and what there is, is badly stored. Staff give of their own time to run after school sports clubs such as netball and the school takes part in some local sports events.

RELIGIOUS EDUCATION

113 Pupils are making satisfactory progress because teachers now have more information about what needs to be taught and good support for their planning. They are becoming more confident in their own knowledge of religion. Standards are below the expectations in the Locally Agreed Syllabus because pupils have only recently begun to learn more about religion and different faiths.

114 Younger pupils know some familiar stories from the Bible such as those about Joseph, David, Jonah and Moses. They know why some people are important to us because they help us a lot. They learn well that people are different and that this does not matter. Because teachers use stories effectively to point out the importance of thinking about the feelings of others, pupils understand the importance of being kind to each other. When a Year 1/2 class listened to the story of Joseph and his brothers, they learned about how jealousy can make people do unkind things. They could say why they thought this was wrong. They do not know enough about beliefs and practices of Christianity or other faiths. Older pupils learn about people of different faiths such as Christianity, Hinduism and Judaism. They know about some of their religious practices and show interest and respect for these. They show interest when learning about important symbols, rituals and festivals of different faiths, such as the Cross, the Star of David and what the 5Ks represent in Sikhism. In a Year 5/6 lesson, pupils enacted what happens at a Hindu wedding. Afterwards they discussed respectfully the similarities and differences between the Hindu wedding and a Christian one. Teachers stress moral and social values through stories such as the Good Samaritan and older pupils continue to develop their understanding of thinking of others. Most can use this to relate to wider aspects such as what is needed for peace in the world. In both key stages pupils are learning about religion but they still do not learn enough from it. They know the facts but find it difficult to understand how much religion and faith can affect peoples' lives and behaviour. The group and class discussions make a satisfactory contribution to pupils' literacy skills.

114 Teaching is satisfactory in both key stages. In Key Stage 1, teachers use stories from the Bible effectively to draw out aspects of moral behaviour. They are beginning to teach more about Christianity and other faiths but have not yet had enough time to extend this. The new planning indicates that this will be done. In Key Stage 2, teachers are beginning to focus more on giving pupils opportunities to learn about practices and beliefs in different faiths. They draw out the moral and social aspects well through stories such as the

Good Samaritan. They use available resources well to illustrate and increase pupils' knowledge and understanding. Most teachers use questions and answers to find out how much the pupils have learned. There is too little assessment and recording of what pupils know and understand to help teachers find out about pupils' progress.

115 There are not enough resources for teachers and pupils to use. The school is aware of the need to include more visits and visitors in the planning to gain pupils' interest so that they can learn more effectively. The co-ordinator is very aware of what needs to be done to improve provision and has a good action plan. In the short time that she has been responsible for the subject she has made a good start to raising attainment by making sure that teachers know what needs to be taught. The planning for the whole school is detailed and is helping teachers to focus on what they need to do. Her own knowledge is good and she supports colleagues effectively through this. This is having a positive effect on pupils' learning. She knows about pupils' standards through her work in drawing up the planning but does not have enough information about the quality of teaching because she has not been able to monitor this.