

# **INSPECTION REPORT**

## **YARBOROUGH PRIMARY SCHOOL**

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 131540

Headteacher: Mrs W H Prestwood

Reporting inspector: Mr P Rayers  
17851

Dates of inspection: 12.03.01 - 16.03.01

Inspection number: 230407

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Yarrow Road Grimsby North East Lincolnshire
Postcode:	DN34 4JU
Telephone number:	01472 237772
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Nicholson
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17851	Mr P Rayers	Registered inspector	Art and design, design and technology	What sort of school is it?  How well is the school led and managed?  What should the school do to improve further?
9003	Mr B Findley	Lay inspector		Pupils' attitudes, values and personal development
15484	Mr M Bucktin	Team inspector	Science, physical education	Special educational needs  How well does the school care for its pupils or students?
20990	Mr P Weston	Team inspector	Mathematics, information and communication technology	The school's results and achievements.  How well are pupils taught?
15360	Mrs E Randall	Team inspector	English, music	The foundation stage (children under five)
28071	Mr A Williams	Team inspector	Geography, history, religious education	How good are the curricular and other opportunities offered to pupils?
27577	Mr G Rawlins	Team inspector		Equal opportunities

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

### **INFORMATION ABOUT THE SCHOOL**

Yarborough Primary School is much bigger than most primary schools. It serves an urban catchment area of Grimsby. Many pupils come from economically deprived backgrounds. There is a high level of movement into and out of the estate on which many of the children live. This causes problems for the school in setting its budget accurately and setting targets for pupil attainment. The school is receiving an increasing number of pupils from nearby privately owned housing and some from out of its catchment area. This reflects its increasing popularity. There are 347 pupils on roll including a 52 full time equivalent place nursery. Most pupils' attainment on entry to the nursery is well below that normally found. Almost all pupils are of white United Kingdom heritage. Pupils are admitted into the nursery on a part time basis at the start of the school year in which they are four. They transfer to the reception class at the start of the term they become five. Nearly forty percent of the pupils are entitled to free school meals. This is well above the national average. Thirty five percent of pupils are on the school's register of special educational need. This is above the national average. Almost four percent have a statement of special educational needs, which is above the national average. The range of special educational needs is wide and includes: emotional and behavioural difficulties, specific learning difficulties, moderate and severe learning and emotional difficulties and visual impairment.

Yarborough is a new primary school founded in September 1999 following the amalgamation of Yarborough Junior School and Freshney Park Infant School. The present head teacher and deputy head teacher were originally in similar positions in the junior school before taking up their new posts. There had been a period of managerial uncertainty in the infant school prior to the amalgamation. The previous headteacher had moved onto another headship and the school was run by an acting headteacher. The majority of staff and governors remain from the previous schools. The school is a member of the Grimsby Next Step Education Action Zone.

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

Yarborough is a new school with the spirit of a fresh challenge. Key Stage 2 results have improved since amalgamation but they are still not high enough in English and mathematics. Staff are committed to the pupils' progress and take very good care of them.

The headteacher provides strong leadership and the priorities for development have been well set. Leadership is good in some subjects but is unsatisfactory in others. The quality of teaching is satisfactory with good practice in some areas. The school understands the need to ensure high quality teaching across the whole school to raise standards further. A systematic programme of classroom monitoring by the head teacher shows where the strengths and weaknesses are and procedures are in place to improve matters.

Behaviour in the school is good and there are strong links with parents and the wider community. The school provides a very good programme of outside hours activities. Pupils with special educational needs make good progress, due to the high quality teaching, effective management and the good targeting of resources. The school gives satisfactory value for money.

### What the school does well

- Makes good nursery provision and ensures all pupils make good progress
- Supports pupils with special educational needs well and they make good progress against their individual targets
- Promotes good behaviour
- Provides a very good programme of extra curricular activities to raise pupils' self esteem and attainment
- Has established good links with parents and the local community
- The headteacher and key staff provide a clear educational direction

### What could be improved

- Raise standards further in English and mathematics in both key stages and science in Key Stage 1
- Improve pupils' attainment and progress in physical education in both key stages and design and technology in Key Stage 1
- Raise the proportion of good quality teaching so that it is consistent in Key Stages 1 and 2
- Systematically monitor the quality of planning and teaching in all subjects

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

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

Yarborough Primary School has not been inspected before. It is a newly established primary school coming to the end of its second full year. It has set about the task of improving standards with a high degree of purpose and the headteacher and deputy headteacher, supported by the governing body are providing clear leadership. 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 average A above average B Average C Below average D Well below average E
Mathematics	N/A	N/A	E	E	
Science	NA	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 attainment was well below the national average compared with all and similar schools. Standards of attainment of seven year olds in 2000



were well below the national average in reading, writing and mathematics. They were well below average in the science teacher assessments. When compared with similar schools, standards in reading were in line, while those in writing were below average. Those in mathematics were well below average. At the start of Year 1, most children are still not attaining the early learning goals in reading and writing due to their very low starting point. However, over half of the children attain the appropriate standards in speaking and listening, in personal, social and emotional development, in creative development, in knowledge and understanding of the world and in mathematics. Nearly all of the children attain appropriate levels in physical development. By the end of Key Stage 2, current pupils are making satisfactory progress in English, mathematics and science. Standards are below average in English and mathematics because not enough pupils are yet reaching the expected level. Standards in physical education in both key stages and science and design technology in Key Stage 1 are not high enough. They are average in information communication technology, history, geography, art and design, music, religious education, design and technology and science in Key Stage 2. The school recognises that standards are not high enough. It exceeded its previous target in English and was just below in mathematics. It is on course to achieve its present targets in English and mathematics (an average increase of ten per cent over last year). It has voluntarily set more challenging targets for 2002, based on sound assessment and is on course to achieve them. Pupils with special educational needs make good progress against the targets in their individual education plans.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils are eager to come to school and keen to do well
Behaviour, in and out of classrooms	The behaviour of most pupils is good. They work well together and move around the school in a calm and orderly manner
Personal development and relationships	Relationships are good and are based upon care and respect for each other
Attendance	Broadly satisfactory. Well supported by a system of contacting parents on the first day, making home visits and working closely with outside agencies

All pupils feel valued members of the school community and are enthusiastic to become involved in school life. They have good attitudes to school and enjoy their work. They work well in groups and older pupils help younger ones through the 'Buddying'(Year 6 pupils providing activities for Year 3 pupils during lunch times)and peer mentoring systems(Training for older pupils to intervene and help solve disputes at play times).

## **TEACHING AND LEARNING**

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

Ninety two percent of teaching is satisfactory or better. Fourteen percent is very good, thirty one percent is good, forty seven percent is satisfactory, five percent is unsatisfactory and three percent is poor. The school meets the needs of all its pupils well. There are examples of very good teaching in all areas of the school. Teachers plan well and tell pupils what they have to learn. Most have sound subject knowledge except in physical education and design

and technology where this is unsatisfactory. They manage pupils well and most have high expectations. The teaching of pupils with special educational needs is good and often very good within withdrawal groups and with the visually impaired pupils. Support staff provide very good support for pupils' learning. The teaching of English and mathematics is satisfactory, as it is for the skills of literacy and numeracy. Teachers assess pupils' work well in these subjects but do not do so in sufficient detail in art and design, design and technology, physical education, music and history. The teaching weaknesses are, low expectations and poor timing of lessons, so that learning objectives are not reinforced at the end of the lesson. In a few lessons, teachers do not give pupils enough opportunities to make choices and express their ideas. Most pupils enjoy their lessons and put a lot of effort into their work. They are eager to learn and respond well to good teaching. A very small number of boys behave inappropriately at times but it is well dealt with and does not disrupt the learning of other pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of learning opportunities and the curriculum is enriched by a variety of very good extra curricular clubs. The nursery provides a very good start to the school
Provision for pupils with special educational needs	Provision is good and pupils make good progress against individual education plans. In Key Stage 2 they make very good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. The holding of a baptism during an assembly, made a significant contribution to pupils' spiritual development. Pupils' moral development is good. Their social development is very good and older pupils working very well with younger pupils. The programme of visits and visitors to the school from other countries and faiths supports their cultural development satisfactorily.
How well the school cares for its pupils	The school takes good care of its pupils. There are good systems to monitor all aspects of their development and the procedures for assessing attainment and progress in English, mathematics and information and communication technology are good.

The school works well with parents and they have a high regard for it. Provision for information and communication technology has been improved by new equipment, a computer suite and staff training. The school now offers the pupils a wide range of experiences. The school keeps good records of pupils' progress in English and mathematics. It makes good use of the information in literacy and numeracy to set targets for each pupil and shares these with pupils and their parents. It does not assess pupils' progress well enough in physical education, art and design, design and technology, history and music.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff provide a clear educational direction for the school. English, mathematics and information and communication technology and the nursery are well managed but most co-ordinators only partly fulfil their roles.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the present position of the school and have high expectations and strategies for achieving them.
The school's evaluation of its performance	Satisfactory. The school and its governors keep a careful watch on the school's performance. The headteacher regularly monitors the quality of teaching and co-ordinators in some subjects examine teacher's plans, pupils' work and the quality of lessons.
The strategic use of resources	Good. The school has a good strategic plan for all elements of its work. It makes good use of its resources and actively looks for additional finance.

The school is well staffed and the accommodation is extensive and well maintained. The resources for learning are satisfactory except in music and design and technology, where they are unsatisfactory. The headteacher and deputy headteacher work well together and give a clear lead to other members of staff. They are now supported by other senior staff, who are beginning to have a positive impact on teaching. All staff have a strong sense of team work and take pride in the progress the school is making. 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"> <li>Children enjoy coming to school</li> <li>They feel their child makes good progress</li> <li>The teaching my child receives is good</li> <li>They feel comfortable coming to school with questions or a problem</li> <li>They think that the school has high expectations of their children</li> <li>They feel the school works closely with parents</li> <li>They feel it helps their child become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>The children do not get the right amount of work to do at home</li> <li>Behaviour in some aspects is unsatisfactory</li> </ul>

Inspection findings support the parents' positive views. Provision for pupils' personal development is good. The quality of teaching is generally satisfactory with pockets of very good teaching, especially in the nursery, some classes in Years 1 and 2 and in Year 6. The only significant concerns expressed were about homework and pupil behaviour. The use of homework is satisfactory and it generally supports learning in the classroom. Its use varies between teachers and on a few occasions work is not followed up early enough. Behaviour is generally good and a few pupils who present difficulties do not disrupt the learning of others to any significant degree.

## **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, writing, and science. They were very low (in the lowest five per cent) in mathematics. In comparison with similar schools, standards were average in reading, below average in writing and science and well below average in mathematics. Standards at the end of Key Stage 2 (this means pupils aged 11) were well below the national average in English, mathematics and science (the core subjects). In comparison with similar schools, standards were below average in English and science and well below in mathematics.
2. Most children start the nursery with starting points much lower than those generally found in speaking and listening, mathematics and personal social and emotional skills. By the time they enter Year 1 most have made good progress in speaking and listening, personal and social skills, mathematics, creative development and knowledge and understanding of the world. More than half reach expected standards. Almost all reach expected standards in physical development. Fewer children, about one quarter, reach expected standards in reading and writing. Most make very good progress in the nursery; satisfactory progress in reception and through to Year 6, where progress accelerates. A higher proportion of pupils are reaching average standards in the core subjects (English, mathematics and science) than last year. However, standards, particularly those in literacy and numeracy are unsatisfactory and are not yet high enough. The improvement in attainment and progress is due to several factors. There is a high proportion of good teaching in some classes in Years 1, 2 and in both Year 6 classes. Teachers are using new schemes of work for their lesson planning, pupils are managed well and classroom support assistants make a very good contribution to pupils' learning. 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 in Years 1 and 2 for literacy and numeracy and in Key Stage 2 for the core subjects. This gives teachers a narrower range of attainment to work with. The school has set more challenging targets for eleven year olds' attainment in 2002 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.

#### **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 in line with what is expected and most make satisfactory progress. Teachers offer opportunities for pupils to talk and listen in English and in other lessons. They consistently encourage pupils to contribute to discussions and answer questions confidently and clearly. Teachers ask pupils questions directly to make sure that all have the chance to speak. Many pupils who are reluctant to speak are encouraged in

this way. In Key Stage 2, pupils make satisfactory progress and attainment is near to what is expected at the end of the key stage. Most pupils learn to speak clearly to groups and larger audiences, such as in school assemblies. Opportunities to take part in drama sessions and go to the theatre add to the curriculum so pupils develop their speaking and listening skills further.

4. Most pupils make satisfactory progress in reading, and higher attaining pupils make good progress in Key Stage 1. At the end of Key Stage 1, most pupils are working within the expected level of attainment. Pupils with special educational needs make good progress in Key Stage 1 and very good progress in Key Stage 2. This is because of good teaching in small groups. Teachers stress the use of the sounds the letters make to piece together what a word says. In Key Stage 2, pupils read a range of texts and understand characters and events. A minority of pupils lack confidence and read hesitantly because they are not sure about the best way to read unfamiliar words. This stops them from reading fluently and causes gaps in their understanding of the story. Higher attaining pupils use their ideas about what they have read to make suggestions about what the author could be implying. They can then talk in more detail about the plot. However, although progress in Year 5 is good, higher attaining pupils in Year 6 do not make enough progress, lose interest in reading and sometimes even fall back. The school is aware of the decline in motivation to read in Year 6 and has started to put a number of initiatives in place to improve this. For instance, higher attaining pupils are asked to find information from a wide variety of reading sources.
5. In writing, more than half the pupils are working at expected levels at the end of both key stages and are making satisfactory progress in writing. Teachers throughout the school systematically teach grammar, punctuation and handwriting. Pupils develop these skills well and learn how to use them accurately in their writing. The majority of pupils write a legible, joined script because handwriting is well taught. In Key Stage 2, teachers provide a range of opportunities for writing both in English and other subjects such as history and science. In both key stages, teachers make good use of texts as models for writing to help pupils with sentence structure and vocabulary. The majority of pupils with special needs make good progress through the extra support they receive.
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 both key stages and, good progress 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. The reasons for this are: mathematics is a whole school priority; the successful implementation of the National Numeracy Strategy; improved quality of teaching; good subject leadership; improved resources; effective target setting; good support from the local education authority and the commitment by staff to raising standards. The school is also using its information on individual pupils' attainment to match more closely the work to levels of attainment. In some Key Stage 2 classes this is not used effectively, and teachers do not ask enough of higher attaining pupils. Higher attaining pupils in Year 6 often make good progress because they are given challenging work.
7. In science, most seven year olds are working within the level expected for their age. Their knowledge of science is satisfactory but their investigative skills are unsatisfactory. Most eleven year olds are working within the expected level and a higher proportion than last year are now doing so. Standards at the end of Key Stage 2 are satisfactory. Pupils make satisfactory progress in both key stages and good progress in Year 6. This is because teaching is good, enabling pupils to develop the

necessary range of knowledge and skills. Indications from the school's own assessments suggest that results will improve yet further. The improvement is the result of a better-planned curriculum, good use of appropriate resources 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. The majority of pupils with special educational needs make good progress because of the support they receive.

### **The foundation subjects**

8. In information and communication technology, seven year olds' and eleven year olds' standards of attainment match those expected for their age. By the end of Key Stage 1, pupils make good progress. They make satisfactory progress in Key Stage 2. The main reasons for this are: the improvement in resources; the effective use of the computer suite and the increased expertise and confidence of staff, especially in Key Stage 1. This is having a significant impact on standards across the school.
9. In art, pupils make satisfactory progress through a range of skills using different media and materials. Most pupils at the end of Key Stage 1 are working within the expected level. Most pupils in Year 6 are working within the expected level. Occasionally adult helpers do not let pupils try things out for themselves and this slows progress. There is not a consistent use of sketchbooks to develop pupils' skills and techniques. In design and technology, standards and progress are unsatisfactory at the end of Key Stage 1 because some elements of the subject are not taught consistently. At the end of Key Stage 2, pupils' standards and progress are average. However, not enough time is allocated to the subject and higher attaining pupils do not achieve as well as they should.
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. In geography, pupils' standards of attainment at the end of both key stages are in line with those expected nationally and they make satisfactory progress in developing geographical skills. They understand and explain reasons to support their arguments on issues such as the impact of tourism and industry.
11. Seven year olds make satisfactory progress in music and attain within the expected level. Eleven year olds' progress and attainment are satisfactory and singing is good. In physical education, standards and progress are unsatisfactory. This is because too much teaching is unsatisfactory and the subject is not well led. In religious education, pupils are making satisfactory progress and attain within the levels expected in the Locally Agreed Syllabus at the end of both key stages. Pupils in both key stages are enthusiastic, able to reflect on the meaning of life, and care for each other and the class.

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

12. Most pupils' attitudes to their schooling and their behaviour are good. They form good relationships with others and generally develop well during their time at the school. Parents feel their children like school and become more mature. A number of parents are concerned about some aspects of behaviour.
13. There is evident enjoyment in school work from the very youngest to the oldest pupils. They organise themselves well at the beginning of each session and soon settle ready for work. Pupils take part in activities with enthusiasm and are eager to get involved.

They take pride in their work and appreciate the work of others. Examples of this were seen in physical education in Year 1 and mathematics in Year 6 when pupils explained what they had done for others to make comments.

14. Pupils behave well because the school promotes a calm and disciplined environment in which pupils feel valued. They understand codes of conduct and contribute to their own class codes of behaviour. Pupils look after their environment and leave places clean and tidy. They share space well in the playground and handle resources carefully. Pupils are motivated by the awards for behaving well and for most pupils, there is little need for sanctions beyond a gentle reminder about how to behave. A few pupils behave badly and present a significant challenge to staff. Incidents do not disrupt lessons and staff manage pupils well. Exclusions are relatively rare and there were no permanent exclusions during the past year.
15. Relationships are good because of the trust and respect between pupils and with members of staff. Relationships with teachers and support assistants are good and create an atmosphere in which pupils learn well. Pupils work and play happily together in good-natured co-operation. They take turns well and show patience with each other, as seen in music in Year 1 and information and communication technology in Year 2, when they share instruments and using of the mouse. There are few tensions and pupils are comfortable in school, generally free of any worries about bullying.
16. Pupils' personal development is good because staff provide good role models. Pupils feel included from a very early age, for example, in their access to extra-curricular activities. Pupils willingly support the work of the school by helping in the dining-hall and supporting younger pupils in play. They develop maturely during their time in school and become sensitive to wider issues, such as in a Year 6 geography lesson when pupils discussed environmental damage.
17. Attendance is improving and is now broadly in line with the national average. This is due to actions undertaken by the school to improve contact with parents and outside agencies. Many pupils have a good record of attendance. Unauthorised absence is low because of the positive relationship between the school and parents. Pupils arrive at school punctually.

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

18. The quality of teaching is satisfactory or better in ninety two per cent of lessons. Fourteen per cent are very good, thirty-one percent are good, forty seven per cent are satisfactory, five percent are unsatisfactory and three percent are poor. There are examples of high quality teaching throughout the school. There is a higher proportion of better teaching in the nursery, some classes in Years 1 and 2 and in both Year 6 classes.
19. The major strengths are: the detail and effectiveness of lesson planning; the management of pupils; the effort pupils put into their work and how well pupils with special educational needs learn. Pupils respond well. They like to know what they have to learn and how to improve. They work well together and the teachers foster good relationships. Pupils with special educational needs are taught well and most make very good progress towards their targets in their individual education plans. They are very keen to do well. The quality of teaching in withdrawal groups is very good. These are largely led by classroom support assistants, who have been well trained. They are well versed in meeting the needs of children with special educational needs. The teaching of pupils with visual impairment is very good. The quality of teaching of pupils of lower attainment is satisfactory. A number of staff are also increasing their

basic skills training in information and communications technology (ICT) and undertaking the Learning Schools Programme. This is increasing their confidence and ability to teach this subject well. Following the introduction of national schemes of work in other subjects, teachers' knowledge has improved.

20. In the foundation stage (nursery and reception classes) most teaching is good. In the nursery almost all the lessons are at least good and half are very good. Teaching in the reception class is at least satisfactory and good in twenty five per cent of lessons (one lesson). A particular strength is how effectively the teachers, nursery nurses and classroom support assistants complement each other. This helps the children to settle into school with growing confidence. Teachers plan varied practical activities very well to engage children's interest and to encourage independence. They have a very good understanding of the foundation stage curriculum (the curriculum for children under five) and are putting it into practice well. Pupils respond quickly and are confident about what they have to do. The management of pupils is very good and this ensures that, overall, pupils progress at a good rate in a happy and friendly environment. The quality and range of learning opportunities are good. Staff assess the work pupils have done throughout the day and use this information to guide their planning. They also work out the best way to help all the children make progress and they share this information with parents.
21. In Key Stage 1, most teaching is at least satisfactory. One fifth is very good and a third is good. One unsatisfactory lesson was seen. Some teachers have high expectations of pupils, good subject knowledge and keep a brisk pace to learning. An example was in a Year 1 mathematics lesson that focused on the 100 square where pupils looked for patterns to solve problems of what comes next. Other teachers expect too little of pupils. They do not let them find out things for themselves or make choices. This slows progress of higher attaining pupils. This was evident in a Year 1/2 science lesson on changing shape and materials, when only a few pupils observed closely enough to note differences. Subject knowledge is weak in physical education where poor teaching led to poor progress in one lesson. There is good balance of activities throughout most lessons so, that pupils who may not do well in a whole class discussion, for instance, have the chance to work well in smaller groups. Classroom support assistants work well with all teachers and work very effectively with small groups of pupils, particularly in mathematics, English and information and communications technology. For instance in a Year 1 literacy lesson, the assistant worked with a small group of children to model report writing and many shared this with the rest of the class. The partnership between teacher and the classroom assistants is strong. A good example of this was when they jointly taught a music lesson. This made the most of their skills and pupils made good progress in selecting instruments to match everyday sounds. Teachers are teaching the literacy hour and the daily mathematics lesson well and have benefited from additional training and support from the local education authority.
22. In Key Stage 2, most teaching is at least satisfactory. One third of the lessons are good or very good and just over half the lessons are satisfactory. Most of the examples of good and very good teaching are in Year 6. One twelfth of the lessons are unsatisfactory or poor and this was in some classes in Years 4 and 5. The best teaching is confident and challenging as in a Year 6 mathematics lesson on frequency diagrams and spreadsheets, where pupils were encouraged to investigate data to solve complex problems. The teaching of literacy and numeracy is satisfactory across the key stage. It is good where teachers have benefited from the additional support provided by the school and local education authority co-ordinators for English and mathematics. The best teaching is based on good subject knowledge and clear planning that sets out what pupils are to learn and then helps teachers to note the rate



of progress. Teachers' management of pupils is good and only in one Year 5 ICT lesson was teaching unsatisfactory because pupil management was not firm enough. Generally, discipline is based on very good relationships and the support of classroom learning assistants. This leads to good behaviour and increases pupils' opportunities to learn effectively. Time is not always managed well and the endings of a few lessons do not reinforce, well enough what pupils have learned, as in a Year 3 maths lesson on the recall of addition and number facts to 20. Pupils were left unsure about what they had learned and what they would do next. Where it is very good, as in a Year 6 literacy lesson on the analysis and structure of paragraphs, the teacher told the pupils how long they had to complete the task and the pupils were eager to do so. Two unsatisfactory mathematics lessons were seen. Features of these lessons were too much use of materials that were not matched to ability, long and undemanding introductions and slow independent work sessions; oral and mental sessions that did not encourage swift and accurate recall of number facts; closed questions and too little asked of the more able. English teaching is satisfactory, with the appropriate use of technical vocabulary, clear explanations and realistic expectations of pupils. In science, teachers encourage pupils to work together to make their own investigations and to record their findings.

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

23. The curriculum for the foundation stage is good and satisfactory in Key Stage 1 and 2 and meets statutory requirements. The curriculum offered includes all subjects of the national curriculum and religious education and meets all statutory requirements. The amount of time allocated to physical education, and design and technology are below those recommended. This prevents pupils from making the progress they should. The school has clearly focused on improving standards in English and mathematics by increasing time given to the teaching of literacy and numeracy.
24. The National Strategies for Literacy and Numeracy are in place and as a result of the better teaching, standards are improving and progress is satisfactory in these subjects. The school has adopted the nationally recommended schemes of work for all other subjects. It has adopted the locally Agreed Syllabus for religious education. With the exception of art and design and design technology in Key Stage 1, the school is successfully introducing these schemes across the school.
25. The school enriches its curriculum with a series of well planned visits to places such as Cleethorpes, Bradford Photographic Museum, Scunthorpe Museum and for pupils in Years 5 and 6 a residential visit to Matlock, Derbyshire. The school subsidises the latter visit from its own funds. There are many visitors to the school who enrich the curriculum further. For instance the school has recently hosted an African dancer, representatives of various faiths, the police and fire service.
26. There is very good provision for extra-curricular activities and this is a strength of the school. At least thirty pupils enjoy starting the day in the well-run breakfast club, where pupils are warmly welcomed and cared for. At first it was run by volunteers, but Education Action Zone funding now covers staffing costs. The local Lions Club donated a dishwasher and local industry provides a subsidy for food. There are other clubs for music, drama, homework, sport and a family learning club. Adults make good use of the school's computer suite and learn computer skills at least twice per week. The extra-curricular activities are run and organised by school staff, other volunteers and paid staff. The extra curricular provision makes a good contribution to pupils' learning.

27. The school has good links with its community, with local schools and helps in the training of teachers through its links to Hull and Sheffield Hallam Universities. The Action Zone funds a nursery nurse to work with families and their children prior to children starting school. Students from the local sixth form college, who are considering teaching as a career, work in the school following a structured programme to help the pupils and teachers. The YMCA is training some Year 6 pupils in helping them run play sessions for Year 3 pupils and one of the teachers has taken part in a day release scheme with industry.
28. The school provides well for pupils who have special educational needs and this provision helps the pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. There is very good liaison with the appropriate support agencies and especially good liaison with the visually impaired support service. The Special Educational Needs code of practice is fully in place and records relating to the pupils are well documented. Specialist teaching and the good use of learning support staff ensures pupils with special educational needs participate fully in the school curriculum and enables them to make good progress.
29. The provision for personal, social and health education is satisfactory. In the foundation stage children learn to take turns riding bicycles and learn to share toys. In a Year 1/2 class pupils learn about the possible dangers of syringes. Older pupils know about the harmful effects of tobacco and alcohol on a healthy life-style and can talk about the reasons for avoidance. Sex education is taught as part of the health and science education programmes of work. A lunch time "buddying group" has some Year 6 pupils running a play session for some Year 3 pupils, with the emphasis on developing skills in communication, planning, teamwork. They organise appropriate activities for younger pupils and this makes a good contribution to personal and social education.
30. The overall provision for pupils' spiritual, moral, social and cultural development is good. There is satisfactory provision for spiritual development. Religious education gives pupils insights into the values and beliefs of several different religions including Hinduism, Judaism, Islam and Christianity. Spiritual development is nurtured through assemblies which create a calm and spiritual feeling. Pupils enjoy assemblies and listen carefully to the message. They also enjoy accompanied and unaccompanied singing, and they sing well. They sing the school song, written by two members of staff in a particularly moving way. The local Vicar performed a baptism during an assembly for the younger pupils and this made a significant contribution to their spiritual development. Some written thoughts of pupils when asked to think about Heaven include a Year 5 pupil, "I think Heaven will be a caring place because God and Jesus live there". A Year 3 pupil wrote "I don't believe in Heaven because it sounds unreal. I think it is a made up place above the clouds. I have my own Heaven in my bedroom."
31. The provision for pupils' moral development is good. The school is good at teaching pupils the difference between right and wrong. The good relationships and the good examples set by all those who work there, supports pupils' moral development. Staff expect good behaviour and pupils respond readily to this expectation. Staff sometimes make home visits to families who seek support to discuss concerns and remedies for children's poor behaviour. These work effectively.
32. The school has worked very hard on the social aspect of school life and has been successful. Pupils' good work, behaviour and effort are recognised in a positive way in praise assemblies, where pupils show, act, read out or explain what teachers think they have done well. They receive certificates and other pupils readily join in the applause. Pupils walk around the school in a calm and orderly manner and play well together in

the playground without aggression or tension. There is a prompt response to the end of playtimes and an orderly return to classrooms. The school has set up a "Telling Box" in which pupils can write down issues that may be worrying them and a member of staff deals with their anxiety.

33. Provision for pupils' social development is very good. The youngest children are encouraged to play well together. Older pupils take part in the "Buddying" system. They take responsibility for playing with younger pupils and the school is developing a project where older pupils help sort out minor playground disputes. The wide range of extra curricular groups and range of visits allows pupils to mix with others outside their class or year group. The school's regular involvement with raising money for charity reminds pupils of those less fortunate than themselves and increases their social awareness. Pupils work and co-operate well in pairs and groups during lessons.
34. The provision for cultural development is satisfactory. During the baptism assembly pupils were given a vivid example of their own culture and this is enhanced for all pupils by the visits they make to places of interest, local and further afield. Pupils in a Key Stage 2 assembly sang an African song following the visit of someone from Soweto in South Africa. There are photographs of this visit showing the obvious delight pupils gained from experiencing African song and dance. The display of aspects of Indian culture increases pupils' awareness of other cultures and this is reinforced by visits of representatives of other faiths.

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

35. The school cares for its pupils well. Staff monitor and promote pupils' personal development and attendance well and assess their academic progress well. There are effective measures to promote good behaviour based on care and respect for others. Staff encourage an atmosphere of calm discipline by carefully using colour and background music in a spotlessly clean building. This lets pupils know they are valued and important. Staff promote good behaviour consistently and take every opportunity to reinforce positive attitudes. They monitor behaviour closely and spot difficulties early. They keep good records of pupils' personal development so that they can deal consistently with unsatisfactory behaviour. The school takes a strong stance against bullying which gives pupils confidence to approach staff, knowing that incidents will be dealt with effectively.
36. Office staff and teachers monitor attendance well. An efficient system of collating absences and prompt follow up ensures the school knows the details of any absence and takes immediate action if necessary. A high proportion of absence is caused by just a few families, whose cases are in the hands of the educational welfare service.
37. There are good arrangements for child protection. A properly trained and designated teacher oversees practice in the school. Health and safety procedures are managed well. There are good reporting and recording procedures, and, an independent audit to evaluate and advise on school procedures. Welfare arrangements are good and support the well-being of all pupils.
38. The school has rightly given high priority to establishing systems for collating and analysing assessment data. It sees this process as fundamental in raising achievement and, in the short time since amalgamation, has made significant progress.
39. Staff carefully assess pupils' attainment on entry to the school. Continuing assessments in the nursery and reception give teachers a clear indication of the stage particular pupils have reached and helps them plan suitable work. This process is continued through Key Stage 1 and Key Stage 2. The school uses a variety of standardised tests and teachers'

assessments, and collects very useful data to track the progress pupils make over time. For instance, as a result of its monitoring, the school is aware that many boys are not making appropriate progress. Test papers and standardised tests are carefully scrutinised. For example, the deputy headteacher has conducted an extensive analysis of pupils' responses to a mathematics paper. He is using the outcomes, both to focus the teaching of Year 6 pupils in preparation for the National Curriculum tests for 11 year-olds and to evaluate the effectiveness of teaching. A Year 4 teacher was conducting a simpler analysis to judge how well pupils had responded to recent teaching of number problems. The school produces information on progress to set individual termly targets, which are shared with pupils and their parents to help achieve the whole school targets. Pupils' involvement in this process has been further strengthened by the introduction of learning logs. These can enable pupils to reflect on their own learning although some teachers make better use of them than others. When used well they provide useful insights. For example, a Year 4 pupil with special educational needs noted her sense of achievement in swimming in the "big pool" with arm bands and a float and doing the "frog swim".

40. Arrangements for identifying pupils with special educational needs are very good and enable pupils to be appropriately placed on the register of special educational needs. The school sets clear targets in pupils' individual education plans and carefully monitors their progress. This monitoring helps the school promote good progress and identify need at an early stage. The assessment by support assistants who work with pupils with special educational needs is particularly good. For example, they make extensive notes on the learning of the two visually impaired pupils. This forms an impressive picture of their learning over time as well as helping to plan future lessons.

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

41. The school enjoys a good relationship with parents. There is a genuine sense of partnership, which supports the quality of learning and personal development. The school enjoys strong parental support and parents complimented the school in almost all areas of its work during pre-inspection consultations. Almost all parents think that teaching is good and that the school helps pupils to become mature and responsible. The inspection findings generally support the parents' positive views. A significant concern expressed was about homework and a number of parents also have concerns about aspects of pupil behaviour. Homework is generally satisfactory and usually used well to support classwork. The quality varies between teachers and occasionally follow up to work done is left too long. Behaviour is good overall. A few pupils who present difficulties do not disrupt learning of others significantly.
42. The quality of information about the progress pupils make is good and parents appreciate it. Reports give very clear indications of achievement and targets for improvement. The school keeps parents well informed, but both the prospectus and the governors' annual report to parents are incomplete and unsatisfactory. Much essential information is omitted. Some areas are dealt with too briefly and other information has the potential to mislead, for example in the use of termly attendance figures instead of those for the full year.
43. The school successfully promotes an effective relationship with parents, who, in turn, make good use of many opportunities to be involved in school life and their children's learning. Staff make themselves available outside the school at the beginning and end of each day to discuss any concerns and parents feel welcome in the school. There is now a large core of classroom helpers who provide valuable support that leaves teachers more time to teach. Parents who are not used to close involvement with schools are involved through a parents' group and a breakfast club. These initiatives

are successfully organised by a member of staff, who also visits parents at home. As a result, the parents' group is now becoming more self-supporting and parents are much more confident in their dealings with the school. The school benefits from the extra help in many ways and in funds raised for decorating and providing carpets and blinds.

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

44. The head teacher and senior staff provide good leadership. There has been a clear sense of direction since the amalgamation in September 1999. They know the strengths and weaknesses of the school, through an established programme of monitoring. There is a well structured long term plan identifying practical solutions to make improvements. All staff work well together as a team and the Investors In Excellence programme has enabled some to become more confident in supporting their own and wider school developments. The school now has a strong primary culture, with all staff committed to improving standards. Challenging pupil attainment targets are set based on sound information to raise standards. Following the support and extra equipment provided by Grimsby Education Action Zone, the school has recently improved information and communication technology. There is a clear plan to build from this position to raise standards in all aspects of this subject. Leadership has also made significant improvements in other aspects of the school, such as widening the curriculum through an excellent programme of extra curricular clubs, the calm working atmosphere, the good behaviour of the majority of pupils and the increasing involvement of parents and the community.
45. The school's aims and values are noticeable throughout its work. The breakfast club is warm and welcoming at the start of each day, and pupils' achievements are celebrated at the end of the week. There is an effective programme to help pupils think better of themselves and grow in confidence. The vast majority of pupils are helpful to one another and are concerned for others' feelings. They are respectful towards adults and polite to one another.
46. All subjects and aspects of the school have been appropriately delegated. Although it is developing, co-ordination in some subjects is unsatisfactory because subject leaders are not monitoring their subjects consistently. Being a new school, a few responsibilities have only recently been allocated. The school wisely chose to focus on English, mathematics, science and information and communication technology first. In these subjects, co-ordinators play a full part in deciding priorities, implementing and monitoring actions within an effective school improvement plan. This and the very good co-ordination of the nursery where all staff are encouraged to participate in decision making, provide good models for other co-ordinators to follow.
47. The head teacher and senior staff, monitor and evaluate performance and use the information to make improvements. The head teacher regularly monitors the quality of teaching and offers advice and support on improvements. There are some opportunities for teachers to observe the good practice of colleagues both within and outside the school. Co-ordinators are starting to analyse pupils' work and test results. In English, mathematics and information and communication technology and the co-ordinators work with staff to develop their practice. The deputy head carefully tracks the progress of pupils in English and mathematics and provides information to help teachers set individual targets for improvement. These are now shared with pupils and parents. Additional support is targeted to groups to bring about improvements. The head teacher and another senior member of staff, effectively manage the co-ordination of special needs provision. Staff maintain good records of pupils' attainment and progress on the special educational needs register and a close eye is kept on the effects of the extra support. They ensure that special educational needs funding is

spent well. Similarly, the head teacher monitors the additional funding from the Education Action Zone and New Opportunities Funding. This has successfully supported a wide range of initiatives such as staffing for clubs, home visits and focused language development. This has resulted in improvements in pupils' progress. It has also helped parents gain further training through using the computer suite.

48. The school's appraisal and performance management system is part of how it monitors its performance. Through this system the head teacher works out job descriptions with staff, agrees targets for improvement and along with the staff development co-ordinator, identifies extra support they may need. The school is making satisfactory arrangements for introducing the new performance management measures. The school exceeded its pupil attainment in English and was just below in mathematics targets for 2000 and is set to achieve improvements for both this year. It has raised its targets for 2002.
49. Most governors worked with the school before its amalgamation. They successfully reorganised themselves and now fulfil their responsibilities well except for omissions in their annual report to parents and prospectus. They have a well-organised system of committees and are well informed of the school's progress and its strengths and weaknesses. This information comes principally through the very clear headteacher's reports and through governors' visits. Also, the system whereby each governor is linked to a subject and reports back to the full governing body, helps them to make informed decisions. Governors play a satisfactory part in the school improvement planning and in school target setting. They decide with the head teacher, the school key priorities and link these to the budget. The decision to request extra support in key areas of concern from the Local Education Authority over the first two years of the school's amalgamation, has successfully helped to raise standards in both pupil attainment and behaviour. The excellent administration of the budget and extensive input to the finance committee from the administrative officer, allows spending to be monitored effectively. This is a key task, as the trend of high levels of pupil movement, makes budget setting and tracking a difficult one. Governors are strong supporters of the school and have high expectations for both its short and long term future.
50. The school makes good use of its resources. It has good systems for long-term development that sets out its major priorities and then reviews and resets them annually. All staff and governors are involved with this through the school self review programme. Staff new to the school are well supported, although those within the school taking on new roles and responsibilities are sometimes unsure about how to perform their role effectively. The staff handbook and information folder, provide very useful background information. Mentoring arrangements for newly qualified teachers, appraisal interviews and the new teacher portfolios provide a firm basis for professional development. This helps to raise the levels of good teaching consistently across the school. The school has funded a large number of classroom assistants. They work very well with teachers, often giving freely of their own time and provide very good support for pupils' learning. They are fully committed to the school's aim of helping pupils achieve their best and provide them with excellent adult role models. The accommodation is extensive and is used very well. Each area has a purpose and is attractively set out and resourced. This has a significant impact on pupils' self esteem and desire to make progress. The school is using information and communication technology well in many aspects of school life. They are piloting the use of interactive white boards in two classrooms, setting up a school web site, using a computer braille programme and are about to implement an Optical Mark Reader attendance system. Resources are satisfactory in most subject areas except for music, where there is a shortage of percussion instruments and design technology where access is difficult and construction kits are not used in lessons.

51. The school applies the principles of best value satisfactorily. Governors and senior staff regularly compare the school's test results with those of other schools to gauge how well the school is doing. As part of the curriculum review this year, the school will analyse the impact of the intensive support for numeracy on attainment in mathematics. It will then make any necessary adjustments and build on this, through its own resources in the coming year. The school goes to some lengths to find out what the parents think of the school. It holds open evenings and workshops to find out what parents think of what it provides. Staff visit parents at home and the school links closely with community groups. The administrative officer works closely with the head teacher, staff and governors applying the local education authority guidelines on good practice to plan, implement and monitor the budget.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

52. In order to make further improvements the school should:

- (1) Raise pupils' standards of attainment further in English and mathematics in both key stages and in science in Key Stage 1. \* (Paragraphs 2 – 7)
- (2) Raise the level of good quality teaching so that it is consistent across the school.\* (Paragraphs 18 – 22)
- (3) Improve pupils' progress in physical education across both key stages and design and technology in Key Stage 1. (Paragraphs 9, 11)
- (4) Ensure subject leaders monitor their subjects consistently.\* (Paragraphs 47,50)

\*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 governors' annual report to parents and school prospectus contain all the information they should. (Paragraph 42)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	31	47	5	3	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	295
Number of full-time pupils known to be eligible for free school meals	0	122

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	9
Number of pupils on the school's special educational needs register	11	101

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	83



## Attendance

### Authorised absence

	%
School data	6.1
National comparative data	5.2

### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	14
	Girls	11	12	13
	Total	28	28	27
Percentage of pupils at NC level 2 or above	School	76 (n/a)	76 (n/a)	73 (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	15	17
	Girls	13	13	13
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	78 (n/a)	76 (n/a)	81 (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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	36	24	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	16	24
	Girls	16	14	18
	Total	36	30	42
Percentage of pupils at NC level 4 or above	School	60 (n/a )	50 (n/a )	70 (n/a)
	National	75 (70)	72 (69)	85 (78 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	20
	Girls	16	14	15
	Total	30	30	35
Percentage of pupils at NC level 4 or above	School	50 (n/a)	50 (n/a )	58 (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	2
White	280
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	10	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)	12
Number of pupils per qualified teacher	25 : 1
Average class size	25.6

**Education support staff: YR – Y6**

Total number of education support staff	18
Total aggregate hours worked per week	438

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26.0

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13 : 1
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*FTE means full-time equivalent.*

**Financial information**

Financial year	99/00
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	£
Total income	519673
Total expenditure	493190
Expenditure per pupil	2099
Balance brought forward from previous year	0
Balance carried forward to next year	26483

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

292

Number of questionnaires returned

104

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	5	3	1
My child is making good progress in school.	49	45	4	0	2
Behaviour in the school is good.	29	48	17	4	2
My child gets the right amount of work to do at home.	32	32	26	5	6
The teaching is good.	52	45	3	0	0
I am kept well informed about how my child is getting on.	49	38	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	67	26	3	3	1
The school expects my child to work hard and achieve his or her best.	62	35	0	0	3
The school works closely with parents.	41	49	7	2	2
The school is well led and managed.	40	46	8	2	4
The school is helping my child become mature and responsible.	45	49	4	0	3
The school provides an interesting range of activities outside lessons.	42	36	11	4	8

## **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 in the nursery make good progress from very low starting points in speaking, listening, mathematics and personal social and emotional skills. Some pupils have very limited vocabulary and little knowledge of letters and numbers. The good progress they make is the result of good teaching. All staff work well together, planning varied practical activities, assessing the work children have done and using this to plan what children need to do next. They continue to make steady progress in the reception class where teaching is satisfactory. Activities are appropriately planned but monitoring of their work is not consistent. By the time they enter Year 1, most have made good progress in speaking and listening, personal and social skills, mathematics, creative development and knowledge and understanding of the world. More than half reach expected standards. Almost all reach expected standards in physical development. Fewer children, about one quarter, reach expected standards in reading and writing because of their very low starting points.

#### **Personal, social and emotional development**

54. Most children enter the nursery with immature skills in personal, social and emotional development. The nursery rightly places a lot of emphasis on this area of learning. Through the good teaching of teachers and nursery nurses who work very well together, a busy, but calm and supportive atmosphere is created. They expect children to behave well and make this very clear. They form good relationships with the children. As a result children feel secure and quickly learn what to do. Teachers actively encourage children to choose their activities whilst ensuring that they all take part in all activities during the week. This encourages independence. Skilful teaching encourages children to work and play well together. All staff insist on children taking turns, sharing and working in groups, for instance making a big floor map. The classrooms are bright and attractive. Resources are neatly stored and labelled. Children quickly learn to use them independently and put them away at the end. For example they “park” their bikes neatly outside ready for the next group to use. Most children are keen to take part in activities. One example of this in the nursery was when four children were making a water channel. One said “This is good, whee, watch the water fall down”, whilst jumping up and down with excitement. There are good links with parents so that children are well prepared for starting school.

#### **Communication, language and literacy**

55. All adults use talk effectively to help develop children's vocabulary and sentence structure. Teaching is good in the nursery where teachers model good speech patterns and give children many opportunities to talk about their ideas to develop their vocabulary and confidence. For example, they encourage children to describe objects they are holding and then ask them to put them under, on top of, beside or next to something. This helps the children to use correct place words. This is built on satisfactorily in the reception class. They join in activities in the home corner and encourage the use of suitable vocabulary. In the nursery, one home corner represents a church and teachers encourage the use of words such as pew, vicar, Bible and cross. This helps the children to build up a wider vocabulary. However, they do not always correct mispronunciations, which means that some children repeatedly make the same mistakes. Children have many opportunities to see themselves as writers. They are encouraged to write in the home corner and with the teacher. They learn to write their own names and sentences about what interests them. Teachers make sure that they

form letters correctly from the beginning. In both nursery and reception classes the children enjoy listening to stories. There is a good range of books and they happily share these with adults and other children. In the nursery, teachers provide many opportunities for children to look at books, talk about them and practise their letters. This helps them to make a good start to early reading. One child said "I can't quite read yet but I can talk about the pictures and tell you about s, c, and k." In reception they continue to learn their sounds and begin to use pictures to help with their reading. All the children have a reading book and this helps them to learn that print means something. Older, higher attaining pupils make good progress. Others are not sure of all their sounds and, although they can read some words do not understand what they have read. These pupils are making satisfactory progress in recognising familiar words.

### **Mathematical development**

56. Teaching is satisfactory in the reception class and good in the nursery. In all classes, teachers plan a good range of practical activities to develop children's mathematical understanding. For example, in the nursery children peg nappies on a washing line and count them saying the numerals as they hang them up. Staff use number songs well to help children count and recognise numbers. Younger children count to 5 confidently and older children to 10 and beyond. In reception children continue to count and recognise numbers and begin to add and subtract two numbers up to 10. Older children go on to do this up to 20. Younger children and lower attainers do not do this as well. Teachers introduce shapes through making and looking at patterns. The older children use the names such as circle, square, and triangle. They made a very good model of Sleeping Beauty's castle with cubes, cuboids and cones and the children enjoy talking about this. Whenever there is a chance, the teachers encourage children to count such as when checking how many are present for the register. They use activities and resources well to develop children's understanding of size and capacity. Children enjoy the water and sand tray and teachers emphasise correct vocabulary such as big, biggest, empty and full.

### **Knowledge and understanding of the world**

57. In the nursery the teaching is good and in reception it is satisfactory. Children have a very varied understanding of the world when they start school so the teachers in the nursery plan carefully to build on what they already know. They let them explore for themselves and this stimulates their interest and involvement. They enjoy activities where they investigate water and how it flows and changes as it passes through different containers. In the nursery and reception, children investigate materials such as oil, water and paste to find out what happens when they mix. One group took great delight in noticing how it "all swirls together to make a pattern" when paper is put on top of the mixture. They were less sure about what was happening in the water. When baking, a group of children in reception discovered that chocolate can be hard or soft. They knew that it becomes soft when heated and learned that it goes hard again when cooled. One child commented "Look it's going hard again and making the Rice Krispies stick together." Staff talk about baby photographs and children notice how they have grown and changed and can do different things now that they are older. Making a big road map, children draw shops "like the one near my house". An excellent topic on the Church culminating in a christening in school helps the children to respect these beliefs and practices. Teachers help the children to choose the right tools to make models of cots and decorate a photograph frame to go with their topic. This is helping them to try out different tools and techniques. Teachers provide regular opportunities for children to use the computer. Younger children still need some help

with this. Older children practise independently and gain in confidence in using the mouse and operating the programs.

### **Physical development.**

58. Teaching is good in both nursery and reception and all children make good progress in this aspect. They have plenty of space and resources to use indoors and they learn to move around confidently with awareness of others. Teachers plan activities very carefully to make sure that all children use play apparatus well to develop control of their movements. They learn to use small and large apparatus very well and with great enjoyment. Teachers help children to thread beads, cut and stick paper, card, sequins and a variety of seeds. They teach them how to use pencils, paintbrushes and other equipment. This helps children to develop control. There is an outside area set aside to give children access to large play equipment where they learn to balance, climb and use apparatus with confidence. They enjoy this and all learn well.

### **Creative development**

59. In the nursery, the home corners are well developed and encourage children to use their imagination in a lively way. This is less well planned in the reception class and pupils are often unclear about what they can do. In the nursery, the "Church" is helping children to understand and talk about sitting in a pew, signing the visitor's book, being the vicar and reading the Bible. The road map with cars, and the nappy line give good opportunities for imaginative play with each other. Children learn to use a wide range of materials for painting and making models. They enjoy and make good progress in singing songs and moving to music because teachers show their own enjoyment and know how to motivate the children. In the reception class the number of groups hinders the teacher's ability to assess their progress.

### **ENGLISH**

60. 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 writing. Standards in reading were in line with similar schools but standards in writing were below. This is partly because a significant majority of pupils start school with attainment below that generally found. Girls performed much better than boys in writing. At the end of both key stages, current pupils' standards of attainment have improved since last year and their progress is satisfactory. However, standards are unsatisfactory because the proportion of pupils working at the appropriate levels is not high enough. The school has recognised this and has set challenging targets for improvement. Pupils with special educational needs make good progress in Key Stage 1 and very good progress in Key Stage 2. This is because pupils are grouped in Key Stage 2 and receive very good extra support.
61. Pupils' speaking and listening is in line with what is expected and most make satisfactory progress. Teachers offer opportunities for pupils to talk and listen in English and in other lessons. They consistently encourage pupils to contribute to discussions and answer questions confidently and clearly. Teachers ask pupils questions directly to make sure that all have the chance to speak. Many pupils who are reluctant to speak are encouraged in this way. Pupils feel able to express their views and try to answer questions because they know that the teachers will value what they say. When reading literature together they make comments to show that they have listened well. In one Year 1 class pupils were changing "I" to "we" in a poem to learn the difference between singular and plural. One pupil, listening carefully, noticed that a

word had not been changed and confidently pointed this out, explaining that if “we” was being used, then “me” should be changed to “us”. This prompted further discussion. In Key Stage 2, most pupils learn to speak clearly to groups and larger audiences, such as school assemblies. Teachers give them opportunities through literature studies to offer opinions and back these up by referring to what they are reading. Most pupils respond well to this and put their ideas forward sensibly and confidently. Teachers stress new words at these times to help pupils increase their vocabulary. Opportunities to take part in drama sessions and go to the theatre add to the curriculum so pupils develop their speaking and listening skills further.

62. Most pupils make satisfactory progress in reading. Higher attaining pupils make good progress in Key Stage 1, as opportunities are given to increase their understanding of what they have read. Pupils with special educational needs make good progress in Key Stage 1 and very good progress in Key Stage 2. In Key Stage 2 the targeting of good quality teaching to small groups of pupils with special educational needs, is very effective. Most pupils in Key Stage 1 are working within expected levels. All are learning to use sounds and other ways to help them to read unfamiliar words. Teachers stress the use of the sounds letters make to piece together what a word says. In literacy lessons, pupils are taught to think about sounds and beginnings and endings of words. This is helping them to read on without help and they are beginning to read more accurately and with more understanding. Higher attaining pupils can talk about the story and the characters and are eager to do so. In Key Stage 2, pupils read a range of texts and understand characters and events. A minority of pupils lack confidence and read hesitantly because they are not sure about the best way to read unfamiliar words. This stops them from reading fluently and causes gaps in their understanding of the story. Higher attaining pupils use their ideas about what they have read to make suggestions about what the author could be implying and, through this they can talk in more detail about the plot. However, although progress in Year 5 is good, higher attaining pupils in Year 6 do not make enough progress and sometimes even fall back. This is because they lose interest. Teachers are starting to use a range of texts for pupils to explore and find information. They challenge them with questions to gain interest and pupils respond well when asked in lessons. In one lesson, reading “A Circlet of Oak Leaves” the teacher encouraged discussion how the author gains readers’ interest. One pupil said, “She does it so well it makes you want to carry on reading.” However, higher attaining pupils have few opportunities to take their reading further and some tasks lack challenge. Lower attaining pupils make good progress because they are sure about how to tackle unfamiliar words and this helps them to understand what they are reading. They are keen to do well and are effectively supported in class and groups. This is helping them to improve. Pupils in both key stages make unsatisfactory progress in finding information from books because teachers do not give enough opportunities to practise these skills. In Key Stage 1, most can use a dictionary for helping with spelling but cannot find information in the library. In Key Stage 2, pupils can use the codes in the library but few can find specific information. Where pupils have been supported by parents, their library skills have improved.
63. In both key stages, more than half the pupils are working within expected levels and are making satisfactory progress in writing. In Key Stage 1, teachers give good opportunities for writing descriptive pieces, poetry and short stories. Pupils are making steady progress in these forms of writing. Pupils do not write as well in other ways such as messages, instructions, notes and lists because teachers give them fewer opportunities to practise. This slows their learning. In Key Stage 2, teachers provide a wider range of opportunities for writing in English and other subjects such as history and science. In Year 3 pupils use literature well to help with their writing. One Year 3 class was using the story of “The Pied Piper” to develop headlines for a newspaper.



"Rats fatter. People thinner!" one pupil wrote, showing that she had grasped the idea well. Other pupils responded equally well with different ideas. The teacher demonstrated this effectively helping them to understand this type of writing. Pupils learn to write well structured and livelier stories as they move through Key Stage 2. The range of writing opportunities increases in years 5 and 6 and includes accounts, opinions, explanations, reviews and summaries. A minority of pupils do not understand the difference between some of these forms of writing and cannot structure them in the correct way because teachers do not show them well enough how to do it. Teachers throughout the school systematically teach grammar, punctuation and handwriting. Pupils develop these skills well and learn how to use them accurately in their writing. The majority of pupils write a legible, joined script because handwriting is well taught. Pupils make satisfactory progress with their spelling because teachers show them how to learn new words and they practise regularly.

64. Teaching is satisfactory in both key stages. In Key Stage 1, teachers know pupils well and choose activities carefully to help them learn effectively. They teach sounds and letters well to help pupils learn to read. All teachers have a good knowledge of the National Literacy Strategy and this is helping them to plan well for pupils' learning. They make effective links between speaking, listening, reading and writing to help pupils practise related skills. Every teacher shows pupils how to use correct grammar and punctuation in their writing. They give good opportunities for practising the skills of handwriting and show how to form and join letters correctly. As a result pupils make good progress in these skills and the standard of presentation is generally good. A minority of teachers in both key stages are unsure about how to teach ways of writing such as reports, accounts, reviews and summaries. They do not demonstrate clearly enough to help pupils understand. This confuses pupils and they are not sure about the different types of writing. This hinders their progress. Teachers of Year 6 pupils are not asking enough of higher attaining readers and few choose to carry on reading. This results in these pupils making unsatisfactory progress. Teachers make effective use of assessment to plan their next pieces of work. Good examples of this are when they change their plans to go over work which has not been understood. They set targets regularly so pupils know what they are aiming for. All teachers encourage pupils to succeed. This helps pupils to improve.
65. The co-ordinators support teachers well, particularly with planning. They have made a determined start to raising attainment. They have introduced the Literacy Strategy satisfactorily and have a good overview of teaching and standards. They give good direction to teachers and are helping them to work towards meeting the targets set. Outside consultants have been used well to support teachers. Both co-ordinators have a good knowledge of English and this is helping to raise the awareness and increase the understanding of other teachers. This clear leadership is having a good effect on pupils' progress.

## **MATHEMATICS**

66. Pupils' 2000 end of Key Stage 1 results were very low when compared to national expectations and well below the average of similar schools. At the end of Key Stage 2 results were well below compared to national expectations and those of similar schools. Girls attained better than boys in Key Stage 1 but there was little difference in the performance of boys and girls at the end of Key Stage 2. Standards are improving and since the school opened, there has been a rising trend of attainment seen by the proportion of pupils achieving at both the expected and higher levels. The reasons for this are: mathematics is a whole school priority; the successful implementation of the National Numeracy Strategy; improving on the quality of teaching; good leadership of the subject; improved resources; effective pupil target setting; good support from the

local education authority and staff commitment to raising standards. Despite this, progress in raising standards in numeracy is slow and the proportion of pupils attaining expected levels is not high enough and attainment is unsatisfactory.

67. A significant number of pupils start school with levels of attainment below those generally found. Most pupils in the current Year 2 and Year 6 are working below the nationally expected level. Attainment has improved and the proportion of pupils who are working at the expected level has increased since last year. However, this proportion is not high enough and standards are unsatisfactory. Many pupils in Year 1 are attaining in line with national expectations for their age and a number are achieving higher standards than would be expected. At the end of Key Stage 1, most pupils understand the language of number, have a secure knowledge of place value to a hundred and can quickly recall addition and subtraction facts to ten. Many use these skills confidently solving problems but are uncertain using multiplication. Higher attaining pupils can count reliably, are beginning to understand the value of coins and can use them to solve simple problems. Most have some knowledge of two dimensional shapes, can construct and interpret simple graphs and they talk about what they are doing using mathematical terms, for example, when ordering numbers use words such as larger and smaller. In Year 6, pupils are increasing their range of work, using efficient methods of computing, solving increasingly complex problems and increasing their understanding of place value. They can collect data and analyse it using terms such as median, mean and range. They can confidently use a calculator to compute and can construct a scatter graph with axes, spreadsheets and interpret data. The higher attaining pupils have a good understanding of fractions, percentages and decimals, can use these accurately and can use, construct and interpret simple formulae. For instance when interpreting the information from their scatter graphs. The school has worked hard to improve standards in aspects of mathematics and this effort is slowly beginning to show through in pupils' work.
68. Most pupils make satisfactory progress. Pupils with special educational needs make good progress. Where there are high expectations of pupils, work is well matched to their needs and lessons move along quickly, pupils make very good progress. However, throughout the school, basic number skills are not sufficiently well embedded and some pupils are slow in their mental recall of tables facts and using mental strategies to solve problems. This is due to the limited opportunities provided for pupils to develop and apply their own strategies in their mathematics work.
69. Most teaching is satisfactory and just over a third of lessons are good or very good. The good or very good teaching is in some classes in Years 1,2 and 6. There is a significant proportion of unsatisfactory teaching in some classes in Years 4 and 5. Teaching has been greatly influenced by implementing the daily mathematics lesson as part of the National Numeracy Strategy. Teachers use planning documents very well. Teachers emphasise the key points in each lesson, fit them into what pupils already know and through careful questioning most assess how much they have understood. Most teachers start lessons by stating the learning objectives to the class. The most effective teaching ensures that pupils know these by using simple words. This gets lessons off to a very good start and helps all pupils to pay attention and work hard. They answer confidently and are able to use the correct terminology with confidence and accuracy. Teaching is unsatisfactory when Year 4 and Year 5 teachers do not expect enough of pupils or when they themselves do not know enough about the subject. This leads to them asking pupils to complete work at too slow a pace. In these lessons pupils make slow progress. In Years 1 and 2 and throughout Key Stage 2, pupils are taught in ability groups but teachers do not ask enough of higher attaining pupils or they rely too much on worksheets that do not encourage pupils to think for themselves. Classroom support assistants play an important part in helping support

pupils with special educational needs. They are well trained in meeting the needs of these pupils. They give explanations clearly and help pupils who learn more slowly to keep up with the pace of the lesson, increase their confidence to answer questions with the others and help them to make good progress.

70. Pupils work together well in groups. They usually share resources and discuss ideas with little fuss. During this time, most teachers skilfully work with each group and ask questions to find out how well they are learning. Most teachers have a good understanding of the subject and this gives them confidence to make learning interesting and fun. Teachers are well organised. Where classroom support assistants work with the class, they are properly briefed and support the pupils well. Teachers make good use of resources to make sure that pupils understand, as for example in a Year 6 lesson where the teacher used the computers to apply and reinforce the concept of data handling. In the best lessons, pupils work quickly and accurately, as in a Year 1 class. Here, pupils of all abilities could count to 100, count forwards and backwards from a given number accurately, partition numbers up to 100 and could increase their understanding of place value. Most pupils concentrate and some have some fun with their "discoveries". For example, a teacher in Year 1 when reinforcing pupils' understanding of ordering numbers to 100, asked the pupils to close their eyes while she covered numbers on a 100 square. Previously she had covered one or two numbers, but on this occasion she covered a whole column. When they opened their eyes, there were gasps when they saw what the teacher has done. After a few seconds, an excited voice cried, "I know it! I know it! It's easy!"
71. Nearly all lessons finish well. In the best lessons, teachers carefully review with the pupils what they have learned by asking the key questions in their planning. In a minority of lessons, teachers do not allow enough time to go over the main points of the work thoroughly.
72. The subject has been well managed since amalgamation and has rightly been identified as a whole school development priority. The school has benefited from intensive numeracy support from the local education authority and Education Action Zone. This has begun to improve the quality of teaching and learning. The school monitors planning and teaching routinely and agrees ways of making further improvements. All pupils' progress is scrutinised and those in need are given additional support. Teachers agree targets for improvement with pupils and discuss these with their parents so that they can support them. Some teachers also set clear improvement targets in pupils' books, which gives them a clear direction of how they can improve their work.

## **SCIENCE**

73. At the end of Key Stage 1, results from teachers' assessments in 2000 show that the proportion of pupils attaining expected standards was well below the national average but is in line with that of similar schools. The proportion of pupils that attained higher than expected levels was in line with the national average and well above that of similar schools. This indicates that the school has made a positive start in its first full year since amalgamation. The work of pupils currently in Year 6 continues the good start made in the first year since amalgamation. Results in the 2000 National Curriculum tests were well below the average achieved by all schools and they were almost in line with similar schools. The proportion of pupils attaining higher than expected levels was in line with similar schools. During the inspection, pupils in Year 6 made satisfactory progress and the number likely to achieve appropriate levels for their age has improved. In Year 2, pupils' knowledge of science is satisfactory but they do not use

the full range of investigative skills to consolidate their learning and their attainment and progress in this aspect of science is unsatisfactory.

74. Teaching is satisfactory in Key Stage 1. Teachers plan effectively and use appropriate resources to support pupils' learning so that they make satisfactory progress. Work in Year 2 shows that they learn an appropriate range of scientific knowledge. Pupils enjoy the opportunity to work practically, readily sharing their findings with each other. For example, in testing whether various materials change shape when a force is applied to them. However, only a few pupils observed closely enough to note slight differences, as in a wooden ruler being rigid but having some movement when a bending or twisting force is applied. Some teachers provide tables for pupils to record their results or require them to fill in a worksheet. This limits their ability to describe their observations or for higher attaining pupils to be challenged further in collecting and presenting evidence. Consequently, whilst pupils' knowledge is at a satisfactory level, their skills of scientific enquiry are not.
75. The teaching in Key Stage 2 ranges from good to satisfactory, although most good teaching is in Year 6. In a Year 5 class, the teacher's demonstration of a parachute enabled pupils to identify the direction in which forces act. They recognise that the pull of gravity is the main force but that the air resistance caused by the parachute will slow this force down. However, pupils then went on to complete a worksheet rather than being set the more challenging task of drawing their observations together into their own explanations. This hindered their progress. Pupils' learning accelerates in Year 6. This is because teaching is good, enabling pupils to acquire the necessary range of knowledge and skills. For example, the teacher of a lower ability set in Year 6 brought in a bicycle to illustrate where friction was needed and where it needed to be reduced. This helped pupils understand how scientific concepts are applied to real situations. A classroom assistant, working with a group of Year 5 and 6 special educational needs pupils, including two visually impaired pupils, very effectively enabled them to understand air resistance. She got them to run in the playground with an umbrella and to note the differences with the umbrella closed and then open. Discussion after the test helped pupils to drawing conclusions from the tests they had conducted.
76. The co-ordinator has worked hard to establish overall curriculum plans and this has resulted in a good basis from which teachers can prepare their lessons. She has undertaken some monitoring through collecting samples of pupils' work and is aware of the pattern of attainment through both key stages. The deputy headteacher has also made a strong contribution to the improvement of attainment in Key Stage 2 through introducing good assessment procedures which enable teachers, particularly in Year 6, to target work closely to the abilities of the pupils. However, a more rigorous programme of monitoring and support is required to enable overall standards of teaching to improve.

## **ART AND DESIGN**

77. Although very little teaching of art and design was seen during the inspection, other evidence shows that pupils make satisfactory progress through a range of skills, using different media and materials. At the end of both key stages pupils are working within expected levels. Pupils improve their skills by using different media, styles and techniques within a structured programme. Progress of pupils, in particular those with artistic potential, is sometimes restricted by limited opportunities to discuss and make choices about how to improve their work.
78. In Key Stage 1, there are good examples of observational drawings of plants and flowers. Pupils have produced good paintings, patterns and three dimensional masks

based on emotions, choosing colours and shapes to reflect moods. They use their observational skills appropriately to copy the style of artists such as Monet and interpret techniques in their own work. In some very good work, Year 1 pupils, within a topic on Grace Darling, produced stormy seascapes by using vigorous lines and merging appropriate pastel colours together. Pupils were less clear about how colours, tones and shades were created, as these were often provided for them in palettes.

79. In Key Stage 2, pupils make satisfactory progress with similar media. Year 5 pupils drew a still life composition in their sketchbooks and planned how this could be developed using oil pastels. Their final pictures displayed an understanding of perspective, colour composition and a good interpretation of light and shade. There were very good examples of paintings by Year 6, based on Tiffany pictures, various still life compositions and local industrial scenes. The use of colour to create backgrounds and the three dimensional effect of the foregrounds, was of an exceptionally high standard. Pupils had been well supported by staff in creating these pictures but were unclear about some aspects of this work. The drawing skills are satisfactory, although the use of sketch books for practising these skills and developing other techniques is unsatisfactory. There is an appropriate range of three dimensional work, and pupils use sound techniques in clay modelling. Although there were examples of information and communication technology being used as a medium in both key stages, this aspect is unsatisfactory. In both key stages pupils enjoy art and design and their attitude to their work is good.
80. Teaching is satisfactory. Lesson plans show systematic progression in art skills and opportunities for pupils to work with a range of media. There are fewer opportunities for pupils to evaluate and improve their work. However, the use of national planning guidance is beginning to help teachers to include this more often. In Key Stage 2 they are also piloting the involvement of pupils using set questions to evaluate their own work. Teachers and other adults in the school are enthusiastic about the subject and this sometimes leads to them doing too much for the pupils instead of letting them experiment. For instance, in Year 6 still life compositions were being drawn by an adult for pupils to paint. Teachers are beginning to make notes so that they know what pupils can do and how they have achieved. Teachers encourage pupils to work together and they display pupils' work very well. This raises expectations and is helping to raise standards. A good example of this is the display linked to the Miss Polly Poem using fabric dolls.
81. The co-ordinator has recently undertaken the responsibility and has worked hard to gain a secure knowledge of the subject. Her teaching sets a very good example. She has helped produce planning matched to the national guidelines and a good range of resources linked to it. She is willing to support colleagues when needed but the school arrangements for this are unsatisfactory and her impact on teaching is limited. At present, monitoring is unsatisfactory and the co-ordinator does not have a clear view of the subject across the school.

## **DESIGN AND TECHNOLOGY**

82. Two lessons of design and technology were observed during the inspection and they, along with other information, show that pupils' attainment at the end of Key Stage 1 is unsatisfactory. This is because subject skills are not taught properly and pupils make slow progress. At the end of Key Stage 2, pupils attain within the level expected and make satisfactory progress.
83. In Key Stage 1, although pupils' skills in shaping materials are satisfactory, for instance when making clay boats. Their use of a range of tools and construction techniques are

unsatisfactory. In Key Stage 2, pupils learn how to design and make models using air pressure, burglar alarms with simple electrical circuits and small bags for a variety of uses. In one lesson, the quality of teaching was very good, in the other it was satisfactory. In the very good lesson, design and technology was taught as part of several other activities, with good use of adult support to assist in practical skills. The pace was brisk which maintained pupils' interest. Although the other lesson was well planned, the introduction and pace at the start of the activities was slow, gradually improving as pupils became clear about what they needed to do. Pupils in both key stages enjoy the practical activities and have a good attitude to their work. Often they are unclear about the purpose of designing and work less slowly in this aspect.

84. Planning is linked to the national guidance to support teaching satisfactorily. However, in Key Stage 1, some teachers confuse the separate designing and making elements in this subject with those in art and design. Pupils make slow progress as a result. Teaching is hindered because resources are unsatisfactory.
85. The development of an Engineering Club for pupils in Key Stage 2 has given good opportunities some older pupils to work alongside adults to dismantle and rebuild equipment as well as experiment with construction kits. These opportunities are not planned for in lessons and the school does not make effective use of this resource with all pupils. There is very little use of information and communication technology to support learning within the subject.
86. Leadership is unsatisfactory. The subject co-ordinator has provided planning based on the national guidelines but he does not have a school-wide perspective of the development of knowledge and understanding or the quality of teaching.

## **GEOGRAPHY**

87. Pupils' standards of attainment at the end of both key stages are similar to those expected nationally. Pupils in Key Stage 1 develop satisfactory mapping skills and have produced a large scale map of the local area that is displayed on the corridor wall. They talk about places on the map such as their routes to school and where they live. Pupils develop mapping skills but some pupils in Year 6 are unable to place Grimsby on a map of the British Isles. Pupils in a Year 4 class conducted a traffic survey to analyse parking arrangements in the locality. Pupils at the end of Key Stage 2 know the major mountainous regions in the British Isles, the rest of Europe and the world. These pupils are currently learning about the benefits and drawbacks to the tourism industry and produce good reasons to support their arguments. The work is taught to encourage pupils to become more independent and use research skills well. Pupils' progress is satisfactory overall and pupils with special educational needs make good progress because of the good use of extra adults working with them.
88. Visits to places such as Binbrook, Claxby and a residential visit to Matlock in Derbyshire support pupils' learning. The photographic displays of these together with pupils' writing shows the pleasure and knowledge pupils' gained from these trips. They make a good contribution to pupils' learning about their own culture and to their social development. When they learn about care of the environment, the subject supports their spiritual development well.
89. Teaching is satisfactory in both key stages. Teachers plan effectively and use their subject knowledge to introduce correct geographical terms. They encourage pupils to discuss views about the local area and link these with trips and visitors. For instance, older pupils compare their environment with that of Matlock, on their residential trip. Some teachers make good use of information and communication technology when

they use the interactive white board to present work in a more interesting way to increase pupils' learning opportunities.

90. Leadership is unsatisfactory. The school has adopted the national planning guidance and the resource levels are increasing to support this. Although there is no geography policy, the curriculum leader has plans to produce one before the end of term. She does not have a school-wide perspective of the subject, an up to date knowledge of standards or the quality of teaching and so leadership is unsatisfactory.

## **HISTORY**

91. The standards achieved by pupils in history are similar to those expected for their age at the end of both key stages. Pupils make satisfactory progress throughout the school and pupils with special educational needs make good progress, benefiting from extra in-class support.
92. In Key Stage 1, pupils talk about the past and know the names of famous people from the past such as Grace Darling and Queen Victoria. "She wasn't invented," was a phrase used by a Year 1 pupil describing the time before Grace Darling was born. Good displays about the Grace Darling topic stimulated pupils' questions and aided their learning. Pupils at the end of Key Stage 2 study the Greeks and talk knowledgeably about the Greek buildings, schooling and farming methods. Pupils can place the Greeks on a time line showing this period of study was a long time ago. To help with their research on the topic, pupils use computer programs, books and the internet and have made their own web page.
93. To help pupils understand the past better, they visit places such as Old Gainsborough Hall to study the Tudors, Eden Camp to study World War 1 and Normanby Hall where pupils dress up in historical costume. These visits make a lasting impression on pupils and make a good contribution to their social and cultural education and help maintain the good attitude pupils have for history.
94. The school has adopted nationally recommended planning guidance. Teachers use this to produce class teaching plans. Teaching in both key stages is satisfactory and teachers have satisfactory knowledge of the subject. Teachers provide tasks that are generally matched to lower and average attaining pupils but fail to provide more challenging work for higher attaining pupils and their progress is unsatisfactory.
95. Leadership is unsatisfactory. The curriculum leader has organised a satisfactory range of resources but further resources are needed to support fully the new scheme of work. Resources are stored well and are readily accessible. There is no history policy in place, history plans are not monitored rigorously and monitoring of teaching standards does not take place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

96. There has been considerable improvement in teaching and learning since the school was amalgamated. Now pupils in Year 2 and Year 6 are attaining standards that match those expected for their age. Pupils are making good progress in Key Stage 1 and satisfactory progress in Key Stage 2 during lessons and over time. The main reasons for this improvement are increased teacher confidence and the development in resources. Training has been provided and more is planned to meet individual teachers' needs. Staff are increasing their familiarity with the hardware and software. All teachers support each other well and share skills with colleagues. The resources have improved considerably and the use of the computer suite facility is beginning to

have an impact on pupils' progress throughout the school. The interactive whiteboards in two classrooms, are used well to support pupils' learning.

97. Much of the equipment is new and pupils are only just having an opportunity to use them. Those who do, are eager to try out resources such as computers, listening stations and the digital camera. Their attitude to the subject is good and they work well together in pairs, co-operating with a minimum of fuss. By the end of Key Stage 1, many higher attaining pupils can collect information and use a sequence of questions to solve simple problems. A number of pupils can use a sequence of questions to construct a binary tree (answering yes and no questions to arrive at a solution to a problem). Most pupils can log on to the computer, use the keyboard effectively and have satisfactory mouse control. In Years 3 and 4, pupils have a range of skills such as controlling the equipment to change the size and style of fonts, using different texts and the insertion of clip art and drawings. By the end of Key Stage 2, many pupils can combine text with graphics for the school's web page. They type in data on a spreadsheet, identify appropriate formulae to work out the cost and profit and identify whether this was easier than using pen and paper. Most can access the Internet, locate an appropriate search engine, search for information, refine the search and print information to support their learning.
98. The overall quality of teaching is satisfactory and there are good examples of teaching in both key stages. All classes include information and communications technology lessons on their weekly timetables. Teachers use the time well to train the pupils in new skills, like using the screen saver. Lessons are well organised and teachers give clear explanations and instructions. Most manage the pupils well when giving demonstrations to the whole class. In the one instance where this was unsatisfactory, the introduction was confusing and pupils were not clear about what to do and made slow progress. Generally, children are given opportunities to use a variety of equipment and software to develop knowledge in other subjects. The school is using the national planning guidance well to introduce new learning and build on what pupils know and understand. Pupils throughout the school are increasing their skills to tackle more complex work. Many go to after school clubs, which increases their knowledge and understanding further. This is helping to raise standards since many do not have a computer at home and so are very dependent on what the school provides. Some teachers are recognising the cross-curricular nature of the subject and are using computers to develop knowledge skills and understanding in these areas. For example, in understanding graphs and handling data in mathematics, word processing poems in English and designing a web site in history. This is not developed consistently enough across all subjects. Opportunities for pupils to apply their learning after using the computer suite are not always provided. Staff need to continue their training and development so that they can use the resources to their full potential.
99. The subject is well co-ordinated and has benefited from Education Action Zone resources and expertise. Both co-ordinators have a good overview and are well placed to manage the various funds for staff training and resources. The school improvement plan clearly identifies appropriate priorities for the development of the subject.

## **MUSIC**

100. Pupils make satisfactory progress in both key stages and attain within expected levels. This is because teachers offer satisfactory opportunities for them to sing, play, make music and talk about it. They have opportunities to listen to and appreciate a range of music and represent sounds with symbols.



101. Pupils in Key Stage 1 are learning to control instruments and explore how they can use them to make music. For instance, one class chose instruments to follow picture signs which a pupil had selected, relating to water. They thought carefully and worked out which instrument would best illustrate the sound of water in different places. "We're going to play these two together to see if it makes a better sound," one pupil said. They followed the signs well and together made a simple piece of music. They understand that music can be made to fit different moods and can say whether they like it or not.
102. Key Stage 2 pupils build on these skills and experiences in playing and listening. They learn to listen more carefully and express their opinions about what they hear. In Year 5, one boy speaking of the song "America" said he felt that it was exciting music but that "it would not be the same without the words because they stress the rhythm and excitement." Pupils learn to use rhythm to make their own patterns of music and can talk about tempo, melody and pitch and how this helps to make music interesting and enjoyable. However, pupils do not develop their composing skills as well as they should because there are not enough instruments for them all to use. In Key Stage 1, not all pupils can work at the same time and some have to wait before they can handle the instruments. In Key Stage 2, this limits the extent of pupils' ideas because they cannot explore a wide enough range of sounds and combinations of sound. Throughout the school the standard of singing is good. In Key Stage 1, pupils sing a range of songs tunefully and with enthusiasm. In Key Stage 2, pupils make good progress in singing more difficult songs. They sing rounds particularly well and can keep their own part whilst others sing theirs. This is because they are given good opportunities to practise and teachers motivate them well.
103. Teaching is satisfactory. Teachers plan lessons well. They introduce different activities to keep pupils interested and encourage them to keep trying to make progress. They check what pupils have learned by listening to them and asking the right questions. However, they do not use the information well enough to track progress systematically. There is no agreed system of assessment in place to help them. Teachers use available resources effectively to make lessons interesting and actively involve pupils, despite not having enough to work with. They use questions well to make pupils think more carefully about different kinds of music and express their feelings. This helps most pupils to stay interested and make satisfactory progress. Sometimes there is not enough time for teachers to complete lessons. This means that pupils do not learn as much as teachers plan for and this has to be introduced again in the next lesson. When this happens it slows progress.
104. Leadership of the subject is unsatisfactory. The co-ordinator supports teachers' planning and makes sure that teachers have help when they ask. He has no clear overview of the subject and has not enough information to decide what needs to be done to improve learning.

## **PHYSICAL EDUCATION**

105. Pupils' standards of attainment at the end of both key stages are unsatisfactory because the subject is not a school priority and its co-ordination is weak.
106. Overall, although there are examples of good teaching in both key stages, teaching is mostly unsatisfactory. In Key Stage 1, pupils' attainment in gymnastics is satisfactory, in dance it is good but in games it is below expectations. This variation is due to the unsatisfactory teaching. For example, a Year 1 dance lesson was very well taught. A clear plan allied to the teacher's expertise enabled pupils to produce good movements and to hold balances well. The teacher was quick in assessing the quality of their work

and gave good tips on how their work could be improved further. Pupils responded well. They worked with concentration and intensity and at the end of the lesson the whole class combined to produce a rigid, "frozen" ice shape which then "melted" into a series of fluid shapes. The lesson was physically demanding and pupils gained a great deal of satisfaction from performing a challenging task well. However, a Year 1/2 games lesson did not provide the same level of challenge. The plan for the lesson took no account of the fact that pupils' ball skills were weak. Many could not catch a medium sized ball nor pass it with any accuracy. These deficiencies were not picked up and the lesson did not provide opportunities for pupils to practise and improve these skills. Instead, the teacher set more demanding activities

107. In the dance and games lessons in Key Stage 2 there is the same variation in attainment. So, a dance lesson for Year 5/6 pupils built sequences of movement on the theme of a Greek tragedy. Pupils "echoed" the movements of their partners and the teacher steadily increased the level of complexity and demand indicating confident grasp of the subject. Pupils had good control and co-ordination. They reflected on their work and suggested where improvements could be made for the next lesson. In contrast, a games lesson for Year 5/6 pupils did not provide the same levels of challenge. Explanations and demonstrations were too lengthy and so pupils spent too long listening and were not actively involved. The playground does not have appropriate markings so the practices tended to spread out over too large an area and more time was spent retrieving balls than practising skills. The final game, played with ten on each side, did not allow pupils to develop an appreciation of tactics and team play.
108. The arrangements for the co-ordination of the subject are unsatisfactory. Two teachers are taking interim responsibility until a substantive co-ordinator can be appointed. There has not been any development of physical education as it is not a priority for the school. However, there is much to build on. Resources are good. Two large halls, a good range of apparatus and appropriate levels of equipment are available although the storage in Key Stage 2 is untidy and does not allow ease of access. The school uses outside facilities such as the swimming pool at the local secondary school and pupils in both key stages participate in outdoor activities as part of residential trips. The playground equipment has been recently extended using funds raised by parents and supported by funding from the Education Action Zone, to install wooden apparatus which pupils thoroughly enjoy using. A good range of extra-curricular activities offers pupils opportunities to develop skills in gymnastics and to take part in competitive games against other local schools. However, more development is needed to improve the overall quality of teaching and ensure more appropriate standards are achieved across all aspects of physical education.

## **RELIGIOUS EDUCATION**

109. Religious education is well established in the school's curriculum. Current work in both key stages relates to targets in the Locally Agreed Syllabus on learning about religion and beliefs and questions about life. Statutory requirements are met.
110. By the end of Key Stage 1, pupils have a satisfactory understanding about some aspects of Christianity. For example they know about baptism, its meaning and its significance to Christians. This was reinforced by a real baptism held for foundation stage children and pupils in Years 1 and 2. "Angels know the baby belongs to Jesus," and "the baby now belongs to Jesus' family," were two comments heard by pupils about the experience. They know about the symbolism of water to represent purification. Role-play afterwards confirms the pupils closely observed the ceremony and they enjoyed the re-enactment. They talked about disciples and helping people

and related this to helping someone who might be hurt in the playground. They know and speak knowledgeably about people who help us, such as fire and police officers.

111. By the end of Key Stage 2, standards match the levels set by the Locally Agreed Syllabus. Pupils are very keen to talk about their work on Hinduism, Christianity, Islam and Judaism, and demonstrate a good knowledge about different religions. One Year 6 pupil contributed, "Knowing about different religions allows me to make choices when I grow up." Pupils know about some of the similarities and differences of the religions studied. They demonstrated a good and detailed knowledge of churches and the architecture and artefacts linked with them. They are keen to share their thoughts for the future, "for there to be peace in the world" or "to get rid of hunger" and on a more personal level "to have a long and happy life" or the more immediate "to have good SATs results."
112. The quality of teaching is satisfactory overall. Teachers produce good plans but fail to challenge higher attaining pupils. Some teachers use drama and role-play in their teaching strategies, which encourages pupils to take a more active part in their lessons. Consistently good and very good behaviour and attitudes towards the subject allows pupils to make satisfactory progress. Those pupils with special educational needs make good progress because they receive additional learning support.
113. The co-ordinator has worked effectively to establish a scheme of work based on the Agreed Syllabus. She is knowledgeable and knows clearly what she wants to do to bring about further improvements in standards. A collection of artefacts has been built up and overall the level of resources is satisfactory. Visits from people of different faiths enhance pupils' learning. The co-ordinator does not yet monitor standards of teaching in the school or have a detailed and up to date knowledge of the standards of pupils' work across the whole school and is currently providing unsatisfactory leadership.