

INSPECTION REPORT

SCARTHOS INFANTS' SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117956

Headteacher: Mrs Andrea Todd

Reporting inspector: Mr Barney Payne
4890

Dates of inspection: 8 – 10 October 2002

Inspection number: 247835

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	5 – 7 years
Gender of pupils:	Mixed
School address:	Edge Avenue Grimsby North East Lincolnshire
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Appropriate authority:	The governing body
Name of chair of governors:	The Reverend Ian Walker
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4890	Barney Payne	Registered inspector	Art and design	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How good are the curricular and other opportunities offered to pupils?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13895	Angela Smith	Lay inspector	Equal opportunities	<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
19041	Roger Linstead	Team inspector	<p>English as an additional language</p> <p>Mathematics</p> <p>Information and communication technology</p> <p>Design and technology</p> <p>Physical education</p>	
23086	Wendy Jenkins	Team inspector	<p>Special educational needs</p> <p>English</p> <p>Geography</p> <p>History</p>	

Team members			Subject responsibilities	Aspect responsibilities
16892	Julia Elsley	Team inspector	Foundation Stage Science Music Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scartho Infants' caters for boys and girls aged 5 to 7. It is smaller than average and has 132 on roll. Pupils join the reception class in the term in which they are 5. Attainment on entry to the school is average. Most pupils are from white British backgrounds. Nine pupils are from other backgrounds and 7 pupils have English as an additional language, which is a higher percentage than most schools. There is some pupil mobility, partly because some children have parents who are doctors at the nearby hospital on short-term contracts of as little as 6 months. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. Five pupils are identified as having special educational needs (SEN). One has a statement. The percentage having SEN is well below average. The school currently has a balance of boys and girls apart from in reception where there are 10 boys and 4 girls.

HOW GOOD THE SCHOOL IS

Scartho Infants' is a very effective school. Pupils' attainment on entry is broadly average but they achieve very well and many leave the school with above average attainment. Standards in English are high. Although mathematics results in national tests dropped last year, current mathematics work is above average. Pupils make good progress in English, mathematics and science, because teaching is effective and well planned to meet pupils' needs. The headteacher provides very good leadership and is ably supported by her staff. The school provides good value for money.

What the school does well

- Teaching is good and pupils learn well, showing enthusiasm for school.
- Standards are well above average in English, science and information and communication technology (ICT) and above average in most other subjects.
- Literacy skills are developed through well-planned work across the curriculum.
- There are rigorous procedures for monitoring academic performance which contribute significantly to the high standards pupils achieve.
- Safety and care are given high priority.
- Leadership gives strong educational direction, management is very good and staff work well as a team.

What could be improved

- There are no key issues for the school to address.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and has made good progress since then. Teaching is better and standards have risen in the core subjects and ICT. The curriculum for children under five has improved; it is now good and meets national requirements. Lessons provide better levels of challenge for all, including higher-attaining pupils. At the time of the last inspection the school shared its governing body with the junior school. The school now has its own governing body, which has developed and improved its work to focus effectively on the best interests of the infants' school. School development planning has improved. There is now a three-year school development plan that reflects a clear sense of direction and targets resources well to raise standards.

STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	B	B	A	A
Writing	A	A	A	A*
Mathematics	B	A	C	D

Key	
within the top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that, compared to all schools nationally, pupils' attainment in the 2002 national tests was well above average in reading and writing and broadly in line with the national average in mathematics. Compared to schools with a similar percentage of pupils known to be eligible for free school meals, attainment was well above average in reading and very high in writing but below average in mathematics. Performance in English shows an upward trend over the last three years. In 2002, half the pupils achieved at the highest level in reading and the highest attainers in writing achieved results three times better than the national average. In mathematics, the percentage reaching level 2, expected of a typical 7-year-old, fell in 2002. This was because of a higher proportion of pupils in last year's Year 2 whose attainment in mathematics was lower on entry to the school. Taking account of their attainment on entry, this group of pupils' made good progress in mathematics. The school sustained the percentage of pupils reaching the highest level, level 3, in mathematics and this was above average in 2002. In science in 2002, the percentage of pupils achieving a level 2 or above was in line with the national average, but above average compared to similar schools. Over half achieved level 3 in science, which was a much higher proportion than the national average. Current work in the school shows that pupils' attainment is well above average in English and science and above average in mathematics.

In other subjects, attainment is at least in line with that expected nationally. In ICT, attainment is well above average. Attainment in art and design, history and geography is above average. In physical education and music, attainment is in line with that expected nationally. There was insufficient evidence available during the inspection to make a secure judgement of attainment in design and technology. In religious education, standards are in line with those expected within the Locally Agreed Syllabus. All children in the reception class are on course to achieve the expected early learning goals set out in the Foundation Stage curriculum and a significant proportion are already exceeding these levels in their personal, social and emotional development and the physical areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and show a good level of interest.
Behaviour, in and out of classrooms	Good. Pupils are friendly and courteous. They mostly display good standards of behaviour around the school and in the playground.
Personal development and relationships	Good. Pupils understand the impact of their actions and show good levels of initiative and personal responsibility.
Attendance	Satisfactory. There has been a drop in attendance due, in part, to the increasing number of term-time holidays.

Very good relationships are established in reception, which prepares pupils well. A few older pupils show less enthusiasm in some activities, particularly when they have to sit and listen and this can interrupt the flow of the lesson.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

Teaching is good and has improved since the last inspection. Planning is very good and expectations of what pupils can do are appropriately high. Teaching of basic literacy and numeracy skills is good and teachers plan effectively so that pupils can use these skills across the curriculum. Teachers mostly manage pupils well. They make very good use of time, support staff and resources, including ICT. They effectively assess pupils' knowledge and understanding and use homework appropriately to reinforce learning in class. Pupils learn well, putting a good level of effort into their work. They sometimes need more opportunity to reflect on what they have learned. Pupils with special educational needs learn well because teachers provide them with appropriately challenging work and they receive effective support and intervention to keep them on track. Pupils for whom English is an additional language also learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school meets all statutory requirements. Basic skills are covered well, with very effective strategies for teaching literacy skills and ICT.
Provision for pupils with special educational needs	Good. This provision is well managed and enables pupils to make good progress.
Provision for pupils with English as an additional language	Good. This small group of pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are supported well by the school. While spiritual and cultural development are satisfactory, these aspects are not planned for as well across the curriculum.
How well the school cares for its pupils	Good. The monitoring of pupils' progress and performance is very good.

All pupils benefit from what the school provides. Pupils from ethnic minorities make good progress and the curriculum provides well for them. However, the school needs to do more to promote ethnic and cultural diversity. The school provides well for personal, social and health education. It makes good use of its locality to contribute to pupils' learning. It has a caring ethos and provides a clean, safe and ordered environment in which pupils can learn effectively and in which parents are made welcome. Arrangements to promote pupils' general well-being are good and inclusive. The school has forged a good relationship with parents and the community and this makes a positive contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's leadership provides clear direction for the school's work. The headteacher and other key staff manage the school very effectively.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory duties well, have a good understanding of what the school provides and show a commitment to its continued development.
The school's evaluation of its performance	Very good. The school has rigorous systems in place to monitor and evaluate teaching and sets itself challenging targets for pupils' attainment.
The strategic use of resources	Good. The school plans well to ensure a good level of resourcing linked to clearly identified priorities.

The school has a good match of teachers and support staff to the demands of the curriculum, good learning resources and very good accommodation. The school applies best value principles effectively through comparing its performance to other schools, setting itself challenging targets and linking these to its spending and deployment of resources and staff. There is some consultation with parents to seek their views on what the school provides, but this is an area that could be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children are well taught and the best is expected of them. Children like school and make good progress. Children behave well. The school is well led and managed. The school helps children become mature and responsible. 	<ul style="list-style-type: none"> The range of activities outside lessons. How closely the school works with parents. How approachable the school is when parents have questions or a problem. Information about how their children are getting on.

The inspection team agrees that children like school, make good progress and mostly behave well. The school is well led and managed and makes good provision for pupils' academic and personal development. The team found that the range of activities outside lessons is good compared to similar schools. Overall, inspectors found that the quality and range of information for parents is good and that there are good systems in place that enable parents to approach the school with problems and to keep informed about how their children are getting on. The school could usefully ensure that parents are kept fully aware of these.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children arrive at the school having had nursery education and their attainment on entry is in line with the national average. All children in the reception class are on course to achieve the expected early learning goals set out in the Foundation Stage curriculum and a significant proportion are already exceeding these levels in their personal, social and emotional development and the physical areas of learning. They achieve well in the reception class.
2. Pupils make very good progress in Years 1 and 2. In 2001, seven-year-olds in the school attained above average levels in reading and were well above average in writing and mathematics. Pupils' attainment in the 2002 national tests was well above average in reading and writing and broadly in line with the national average in mathematics. Compared to schools with a similar percentage of pupils known to be eligible for free school meals, attainment in 2002 was well above average in reading and very high in writing but below average in mathematics.
3. Performance in English shows an upward trend over the last three years. In 2002, half the pupils achieved at the highest level in reading (level 3) and the highest attainers in writing achieved results three times better than the national average. Compared to 2001, the school improved the proportion reaching the highest level. The percentage reaching level 3 increased from 31 per cent to 50 per cent in reading and from 16 per cent to 31 per cent in writing.
4. In mathematics, the percentage reaching level 2, expected of a typical 7-year-old, fell in 2002, but analysis of data on this group of pupils' mathematical attainment on entry shows that they still made good progress. The school sustained the percentage of pupils reaching level 3 in mathematics and this was above average in 2002. Work samples and pupils' performance in lessons show that attainment in mathematics is above average.
5. In science in 2002, the percentage of pupils achieving a level 2 or above was in line with the national average but above average compared to similar schools and over half achieved level 3, which was a much higher proportion than the national average. In 2001, performance in science was close to average overall, although above average in some aspects and below average in others. Teachers' assessments for 2002 therefore show a marked improvement. Current attainment in science is well above average.
6. Since the last inspection the school has improved its performance in English, mathematics and science. In English and science, attainment was above average and it is now well above. In mathematics, attainment was in line with the national average and it is now above.
7. In English, pupils are given a good start in reception and make progress rapidly. By the age of 7, speaking and listening are above average and pupils speak clearly and openly. They use subject specific language naturally and fluently. They need more opportunities to discuss what they have learned in pairs and small groups to help develop their listening skills, which are less consistent than speaking skills. Pupils' reading is very good. They have a good understanding of stories and understand how to use books and the terminology associated with them. Reading attainment is high because teachers plan and match activities well to all abilities. Writing is also very well developed and pupils demonstrate secure knowledge of the necessary skills, such as

using their knowledge of the alphabet to look up words and understanding the connection between punctuation and sentence structure. A significant strength is that pupils write very well in other subjects. Spelling is well above average. Pupils learn to join their handwriting very early and handwriting skills are consistently good in all subjects.

8. In mathematics, pupils' accuracy and speed in counting, adding and taking away mentally are above average. Nearly all pupils remember the names of basic shapes and they know numbers of sides, faces and angles. They reach similar standards in all areas of mathematics. They need to improve their skills in explaining how they arrive at answers. They use their understanding of mathematics appropriately in other subjects.
9. In science, pupils acquire a body of knowledge that covers all the key areas. For example, they are able to sort materials into different categories and use charts, tables and ICT to record their findings. Their scientific enquiry and investigation skills are very well developed.
10. In other subjects, attainment is at least in line with that expected nationally. In ICT, attainment is well above average because of the school's investment in resources and deployment of computers and because teachers effectively plan ICT activities across the curriculum. Attainment in art and design, geography and history is above average. In physical education and music, attainment is in line with that expected nationally. Attainment in music is lower than it was at the time of the last inspection due to a teacher with a music specialism leaving the school. There was insufficient evidence available during the inspection to make a secure judgement of attainment in design and technology. In religious education, standards are in line with those expected within the Locally Agreed Syllabus.
11. Progress made by pupils with special educational needs was satisfactory at the time of the last inspection. This has now improved and pupils make good progress. This is due to the good quality support provided and the clear targets set in pupils' Individual Education Plans. These are specific, realistic and measurable. This is an improvement from the last inspection when they were more general and less detailed.
12. Pupils for whom English is an additional language make good progress and demonstrate achievement in line with the rest of the class.
13. The school provides well for high attaining pupils by ensuring they are sufficiently challenged. It has, in the past, identified pupils who are gifted and talented and provided suitable work for them in discussion with parents. Currently, there are no pupils identified as gifted or talented, but the procedures are in place to identify high-attainers early in their school careers.

Pupils' attitudes, values and personal development

14. The last inspection found that pupils' attitudes to school were good and this remains the case. Pupils continue to have positive attitudes to learning and enjoy coming to school. This helps them to make progress and contributes to the high standards achieved by many pupils. On many occasions pupils work enthusiastically and co-operate well with each other and with other adults in the classroom. Pupils demonstrate that they are capable of concentrating and are eager to make a contribution to the work they are doing, although they do not always listen carefully to the teacher.

15. Behaviour is good overall. There has been one recent exclusion from school. There was no evidence of bullying during the inspection. Although pupils mostly respond well to the clear expectations and procedures of staff there are instances of boisterous and testing behaviour. Where the pupils are fully engaged in their lesson, behaviour is good and sometimes very good, but in some lessons where a few pupils are unable to sustain concentration the continuity is interrupted. This is particularly noticeable in Year 2. Pupils mostly display good standards of behaviour around the school and in the playground. The school has targeted improving the behaviour of pupils when they line up at the end of play times. The behaviour of pupils in the reception class is very good. All pupils are friendly, courteous and willing to talk to visitors to the school.
16. Personal development and relationships in the school community are good. Pupils cooperate well with each other and help each other. Pupils show respect for one another's views and are caring towards each other and others outside the school community. For example, last year pupils made harvest contributions into gift parcels and distributed these to day visitors and outpatients at the clinics for the elderly in the local day care centre. Pupils are given good opportunities to discuss and reflect on the impact of their actions on others, through assemblies, religious education lessons and informal class discussions. The school is well cared for by pupils and there is evidence of trust and a willingness to share between pupils.
17. Pupils respond well to the opportunities to take initiative and responsibility. For example, pupils return the registers to the office at the end of registration and during open afternoons, held each Spring Term, pupils show parents around the school. Pupils are sociable towards each other and take part in class assemblies and in harvest and Christmas services held at the parish church. Parents and the community also attend these services. Pupils also take part in the Christmas concert and the extracurricular activities provided during the school day, such as the singing club or the Friday lunch-time clubs. Pupils are involved in raising money for charity and, for example, have raised money towards the Child Development Centre at the local hospital as well as donating money to Cancer Research.
18. Attendance for the school year preceding this inspection is broadly the same as the national average for similar schools. The record of attendance for the previous reporting year was much higher. The number of unauthorised absences is broadly the same as the national average for similar schools. The drop in attendance levels is, in part, a consequence of the increasing number of term time holidays. The school works closely with the education welfare officer to improve attendance and to reduce the number of unauthorised absences. A small number of pupils arrive late each morning, although the majority of pupils arrive punctually for the start of the school day and most pupils are settled and ready for lessons to begin promptly. Registration is quickly and efficiently carried out at the beginning of morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good. There is no unsatisfactory teaching. Close to a fifth of teaching is very good and in over eight lessons in ten, teaching is good or better. At the time of the last inspection there was a little unsatisfactory teaching and teaching was good or better in two thirds of lessons, so teaching has improved.
20. Teachers have good knowledge and understanding. Planning is very good and expectations of what pupils can do are appropriately high. Teaching of basic literacy and numeracy skills is good and teachers plan effectively so that pupils can use these skills across the curriculum. Teachers have clear learning objectives that pupils

understand and they use methods that enable pupils of all abilities to learn effectively. Teachers write up on white-boards what pupils are learning and what the teacher is looking for in the lesson, but references to these are not consistently made and in some instances what is written refers to a previous lesson. In the best practice, teachers make a point of referring back to the white-boards in a plenary session at the end of the lesson to reinforce what pupils have learned.

21. Teachers mostly manage pupils well and have established routines that pupils understand. Pupils are interested in the work and enjoy being actively involved. There are occasions when they fidget if they are not immediately interested and they sometimes need firmer guidance regarding acceptable levels of noise during practical activities.
22. Teachers make very good use of time, support staff and resources. Lessons proceed at a brisk pace and teachers make effective use of a variety of resources that stimulate learning. For example, pupils in Year 2 have made their own drawings of the local church, and teachers have provided their own photographs and digital images of buildings in the locality. This, together with a hand-made wall map of the village, ensures that pupils have a wide variety of information to use for their work in art, geography and history. Teachers also make some very effective use of ICT, notably in writing and art. For example, in a Year 2 art lesson, eight pupils used a paint programme to develop their drawing of the local church and in an English lesson ten pupils used on-screen word banks to word-process postcards, inspired by a story the class had read. Teachers' readiness to plan ICT activities has a direct impact on the high attainment pupils show in ICT. They need to develop its use in other subjects, particularly mathematics and science.
23. Teachers effectively assess pupils' knowledge and understanding. They look for gains in learning. For example when, in a Year 1 numeracy lesson, the teacher assessed that pairs had mastered adding 2 to a larger number she immediately set them the task of adding 3. In a Year 1 writing lesson there was effective balance between high expectations of pupils' ability to work independently and ongoing assessment by adults of the progress of individuals, intervening where necessary. In a physical education lesson, pupils learned to improve their own performance by observing other pupils and assessing this constructively with the teacher. Individual Education Plans for the small number of pupils with special educational needs include clear targets, and pupils in Year 2 were seen working effectively with the special educational needs co-ordinator, targeting those areas of writing that they had problems with.
24. Teachers use homework appropriately to reinforce learning in class. Homework includes taking reading books home and reading records are up to date and help parents, pupils and teachers to chart progress in reading.
25. Pupils learn well, putting a good level of intellectual, physical and creative effort into their work. Children in the reception class used and developed a range of skills when buying fruit and making a fruit salad. They learned very effectively, due to the way staff planned and led the lesson, providing opportunities to develop skills across a range of areas of learning. For example, the children learned and used new vocabulary because the staff used words that described each process. When writing independently, pupils in Year 1 are also prepared to use new vocabulary, for example in a lesson where pupils wrote descriptions of their best friend and they referred not only to the word bank provided but added their own words, such as "dark" and "bobbles in her hair". In Year 2 art lessons, pupils developed ideas from observational drawings and showed a high level of willingness to explore an idea while working within the limitations of different

media, including independently using an ICT paint programme. Pupils mostly work productively. There are occasions when the behaviour of a small minority interrupts the flow of work, but mostly pupils show interest and concentrate. They understand what they are doing, but sometimes need more opportunity to reflect on how they have done at the end of the lesson.

26. Pupils with special educational needs learn well because teachers provide them with appropriately challenging work and they receive effective support and intervention to keep them on track. Pupils for whom English is an additional language also learn well. They have few problems in understanding the work and are fully involved. In one lesson, where a child did not understand the work “rake” the teacher quickly found a plastic rake and demonstrated its use.
27. The quality of teaching for pupils with special educational needs is good both in the classroom and when small groups work with the special educational needs co-ordinator. There are clear objectives based on the targets set for the pupils, which show an appropriate balance of support and challenge. Activities and tasks are well matched to the pupils’ needs in all lessons. Teachers know their pupils well and give well-focused support and guidance. The statemented pupil is suitably supported.

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

28. The school provides a good quality and range of learning opportunities and meets statutory curriculum requirements well. The school also incorporates non-statutory guidelines for citizenship. The curriculum has good breadth, balance and relevance. The school plans to a common framework based on termly topics to develop pupils’ skills, knowledge and understanding in a variety of contexts. The topics for each term emphasise specific subjects, for example history and geography in Year 2 during the inspection. Medium-term planning shows how key skills are to be developed and used in each subject. Teachers plan effectively to develop literacy, numeracy and ICT skills within a variety of situations.
29. A key issue identified in the last inspection was the need to develop a curriculum for children under five, based on national recommendations. The current curriculum for this age group shows significant improvement and meets national requirements in full.
30. The school provides a good range of extracurricular activities. There are clubs that help pupils develop their skills, knowledge and understanding and cover singing, maypole dancing, board games and ICT. The clubs are for pupils in Year 2 and are well attended. All extracurricular clubs are arranged during the lunch break and this ensures that all pupils have an equal opportunity to attend.
31. All pupils benefit from what the school provides. Pupils from ethnic minorities make good progress and the curriculum provides well for them. However, the school needs to do more to promote ethnic and cultural diversity. Pupils study some world religions in religious education and look at cultures of the past, but too little emphasis is given to looking at living cultures, for example, art from cultures beyond Europe.
32. Pupils with special educational needs have full access to a broad and balanced curriculum. Individual Education Plans are drawn up for pupils who are at School Action and School Action Plus in relation to the Code of Practice for pupils with special educational needs. The targets set for pupils’ progress are realistic, specific and well focused to provide useful guidance for teachers.

33. Personal, social and health education is well provided for. Emphasis is placed on developing healthy life-styles, for example through the science curriculum. Achievement of the Healthy Schools Award is a current priority in the school development plan. The school has a positive ethos and responds well to the individual needs of pupils.
34. The school makes good use of the community to contribute to pupils' learning. There are good links with the local church, the community police officer and the library service. Teachers make very effective use of the locality to develop pupils' skills, knowledge and understanding in geography, history and art. During the inspection, pupils in Year 2 had been out collecting information about Scartho. They had produced drawings of the local church and used photographs collected by their teacher as visual records of what they had seen. This enabled them to learn to read maps and to identify how areas change over time.
35. The school has appropriate relationships with the nursery school and junior school that enable easy transition of children from one institution to another. Additionally, the school hosts a twice-weekly mother and toddler group and a weekly adult education class, which help establish the school as a centre of the community.
36. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. The school provides a daily act of collective worship covering themes that include how we feel about change, how we all have similarities, being afraid of the unknown and why we have rules. The school has successfully established an ethos in which pupils show a good understanding of right and wrong. In a Year 1 class, where pupils have agreed their own rules that are displayed on the wall, the teacher made reference to these during a lesson, reminding pupils why they were there. Adults in the school provide effective role models for the children, encouraging them to work together co-operatively, and, because of this, pupils relate well to one another. Staff have appropriately high expectations of pupils' ability to take responsibility. For example, pupils in reception take responsibility for tidying away at the end of the lesson. They keep their own visual attendance register, sticking their own photographs to a board, and also take turns to return the official register to the school office. Year 1 pupils show confidence in moving independently around the school, finding their own reading books and returning them. Year 2 pupils use computers independently, needing no adult help to get quickly down to work. In an art lesson, one pupil, of her own volition, gave another pupil accurate and helpful advice on using ICT that enabled him to overcome a problem.
37. Moral development and social development are supported well by the school's planning framework, which identifies opportunities for pupils to work with others and incorporates citizenship guidelines. While spiritual development and cultural development are satisfactory, these aspects are not planned for as effectively across the curriculum. Religious education lessons enable pupils to make links between celebrations in different faiths, and develop, for example, a clear understanding of how to show respect in a church. They also develop recognition of, and respect for, features of world faiths. In other subjects there are fewer opportunities to look at and talk about other cultural traditions and less explicit planning that addresses the spiritual dimension.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Support for pupils' welfare makes a good contribution to improving educational standards. The school has a caring ethos and provides a clean, safe and ordered environment in which pupils can learn effectively and in which parents are made welcome. Arrangements to promote pupils' well-being are good and inclusive. Teachers are skilful at meeting the needs of pupils, know them well and work hard to maintain the positive relationships in the school. The teachers and teaching assistants are supportive of both the academic and pastoral needs of pupils, including those with learning and other difficulties. This judgement is similar to that made at the time of the last inspection.
39. Child protection procedures are good and operate through the deputy headteacher. All teachers assist her and they share periodic briefings in matters relating to child protection. The arrangements and provision for dealing with first aid, child sickness, accidents and emergencies are good and well understood by pupils and staff. Risk assessments are regularly undertaken in all areas concerning pupils' safety. Supervision during the lunch breaks is appropriate. There is an appropriate health and safety policy. No health and safety concerns were noted during inspection.
40. The school has effective procedures for monitoring and promoting discipline and good behaviour. These are under constant review. The headteacher encourages all teachers to aim at high and clear expectations for standards in behaviour. The expectation that pupils will behave well is reinforced during lessons, break times and assemblies by the example of all the adults working in the school. The school has introduced a new class reward system to improve behaviour and lining up at playtimes, although there are still a few pupils who need help and reminders. There is an effective policy of taking immediate action to ensure that any serious bullying or harassment is avoided.
41. The monitoring of pupils' academic performance and personal development is very good. Teachers know and care for their pupils well and class teachers are efficient in monitoring pupils' overall personal development. The school's systems for monitoring the progress of each pupil incorporate a wide range of evidence and tracking, from pre-admission onwards. Class teachers build up a picture of each child based on assessment data, termly progress sheets covering all subjects and literacy and numeracy records. All pupils have English targets set that are kept under regular review. Celebration of the pupils' academic and personal development takes place at a weekly merit assembly.
42. Pupils with special educational needs are well integrated into the school. The school identifies early those pupils with educational needs through its effective monitoring arrangements. Reviews take place once a term when teachers meet with parents to discuss their children's progress. Arrangements for the annual review of pupils with statements are fully in place. Liaison with the nursery and junior schools is good. Staff from the two schools meet once a term with the infants' special educational needs co-ordinator to discuss special educational needs and review pupils' progress. Governors with a responsibility for special educational needs also attend this meeting. Individual Education Plans are in place for pupils with special educational needs and teachers and teaching assistants have secure knowledge of pupils' targets and work towards helping them achieve their goals.
43. Procedures for monitoring and promoting attendance are satisfactory. The school follows up unauthorised absence appropriately, with the help of the education welfare officer. Parents are reminded through letters and newsletters of their legal duty to ensure pupils are at school and of the educational consequences of poor attendance. Registers are maintained and stored in accordance with statutory regulations and

lessons start on time. Procedures to account for all pupils during the course of the school day are firmly in place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has forged a good relationship with parents and the community and this makes a positive contribution to pupils' learning. This judgement mirrors that of the last inspection. There is good involvement of the parents of pupils for whom English is an additional language. The pre-inspection meeting with parents revealed that overall parents and carers have a positive view of the school. Parents feel that the standards, values and attitudes promoted by the school are good and that the school has high expectations for pupils.
45. Some parents do not feel that the school provides an interesting range of activities outside lessons. Inspectors found that, in comparison with similar schools, Scartho Infants' has a good range of extracurricular activities. These take place during breaks in the school day, in line with the school's view that a full day at school and work to do at home is a sufficiently demanding range of school activities and that, therefore, clubs should not be after school.
46. Some parents who returned the pre-inspection questionnaires do not feel that the school works closely with them and do not feel well informed about how well their children are getting on. The inspection team found that the quality and quantity of information provided to parents is good overall. Newsletters to parents are sent out regularly and keep parents informed about events, issues and forthcoming school trips whilst also celebrating the school's successes. Curriculum evenings are arranged to inform parents of the way in which their children study numeracy and literacy. The parents of new pupils are well informed through the useful school handbook and prospectus, meetings and visits to the school. The governors' annual report to parents provides another source of information for parents and these documents are well presented overall. Parents' consultation meetings are very well attended and provide good opportunities for parents to discuss their children's progress, attainment and targets. Other opportunities for parents to meet with teachers are arranged during the year and parents can come into school each morning before lessons begin if they need to discuss any immediate concerns with their child's class teacher. The annual reports are good and give parents informed details of their child's progress.
47. The school operates an informal 'open door' policy for parents and carers wishing to discuss matters or to make complaints. The headteacher is available to parents and carers at most times during the school day. The school has a good relationship with parents of children with special educational needs. Those parents whose children have Individual Education Plans meet with the special educational needs co-ordinator once a term to review progress towards the targets set. There are good arrangements for pupils with a statement of special educational needs to receive appropriate information through annual reviews. Most parents have attended reviews and contributed suggestions as to how the needs of their children may be met.
48. The school firmly encourages parental involvement in pupils' learning, both at home and school. Reading record books provide a good link between school and home. Parents are keen to listen to their children read and are able to share and record progress with teachers through the record books. The school provides mathematics projects for parents of reception children to choose and undertake with their children once each week. The school welcomes the help of parents who are able to give time to work alongside teachers, for example in listening to children read and in attending

outings and trips for pupils. Parents were involved in the consultation on establishing a nursery class in the school. However, the school does not regularly undertake surveys to obtain parents' views on relevant issues concerning the school. This may account for some parents feeling that the school does not work closely with them.

49. Many parents, carers, friends of the school and the local community attend school presentations, such as the leavers' concert, the open afternoon and the Christmas concerts. The school has good links with the local church and pupils take part in services at Christmas and harvest time. There is an active Parents and Friends of Scartho School's association. With the help of a few parents, teachers and friends of the school, this small group arranges social and fund-raising events for both the infant and junior schools. They arrange fund-raising events such as the Christmas Fair and disco and money raised has provided extra equipment and resources for the school. All these links between the school, the parents and the community make a marked contribution to the work of the school and what pupils achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides very good leadership and ensures clear educational direction. The school aims emphasise learning, achievement, partnerships, teamwork and teaching quality. All of these are reflected very well in the school's work. The members of staff work as a very effective team whose focus is on raising achievement. They plan well together to provide good consistency in teaching and learning. All teachers have responsibilities for subjects and this role is given increased status through termly prioritisation of two subjects, on a rotational basis, as part of the review cycle. The headteacher and deputy headteacher create and secure a commitment to high standards. They have managed change well by setting clear targets both for the school and for individual teachers, through the school's performance management system. The school's targets are based on predicted scores and it carefully analyses the outcomes. These targets are challenging but the school achieved most of them in 2002. The headteacher is well supported by the governing body. Governors are committed to the school and fulfil their responsibilities effectively. Governors have both a good understanding of what the school does well and of where the school should be heading. In particular, the school is planning for the establishment of a nursery class from September 2003. The headteacher and governors have identified this as a priority for the school because it will enable them to have more control over the curriculum for children under five.
51. The school has very good management systems in place. A policy for self-evaluation and school improvement is tied to regular lesson observations by the headteacher, with all staff observed at least termly. At the time of the last inspection the role of subject coordinators was well developed; the management of special educational needs was broadly satisfactory; and the role of the governing body was not sufficiently developed and better use needed to be made of governors' expertise. Since that time:
- there have been some changes in staff and the demands on subject coordinators have increased but the role continues to be well established overall;
 - the management of special educational needs is now good;
 - there has been very good improvement in the governors' role, with governors working effectively through their committees to shape the direction of the school, in partnership with the headteacher. Full use is made of governors' expertise.
52. At the time of the last inspection the school development plan set out the long-term aims for the school but was not manageable because it neither identified clear priorities nor linked them to financial planning. There was no strategic plan to ensure that goals

were achieved. There is now a three-year school development plan supported by a school management plan that targets priorities for the current year. The school development plan identifies aims, objectives, designated responsibilities, process and outcome targets, time-scales and costs. The governing body has formally approved these plans. The school development plan and school management plan form the background to the work of each governors' committee and the work of governors is clearly focused on school priorities.

53. The co-ordination of provision for pupils with special educational needs has improved from satisfactory at the time of the last inspection to its present good level. The co-ordinator has a clear understanding of the role. She undertook training on the new Code of Practice and shared the information gained at staff and governor meetings. She works closely with the governor who has responsibility for special needs. Regular non-contact time enables the special needs co-ordinator to carry out her role effectively. This includes working with pupils individually and in small groups. During these sessions the co-ordinator concentrates very specifically on pupils' targets, which enables pupils to make good progress.
54. The school has a very good strategy for appraisal and performance management. It implements national requirements for the appraisal and pay of teachers. The governing body has an effective system in place for ensuring that the headteacher is appraised and targets are set. Teachers refer to their performance management objectives and use these to develop their work. The headteacher's lesson observations include those specifically connected with performance management. A theme is chosen for each term's observations linked to whole school priorities but also including one chosen by each individual teacher. In addition to feedback to each teacher, the head also feeds back to the whole staff common threads that emerge as part of classroom observation. Support staff are also involved and were observed last term undertaking their work.
55. The school has very good induction arrangements for new staff. Last year, a newly qualified teacher was well supported. The headteacher monitored her progress towards the targets in her career entry profile. She attended the local education authority's course for newly qualified teachers, had weekly meetings with her mentor, focusing on classroom practice, and was given time to observe teachers in other schools. The school is an effective provider of initial teacher training, regularly taking initial teacher training students from local higher education institutions.
56. The headteacher identifies the right educational priorities and takes the necessary action to address them. For example, writing is a targeted area for improvement and there is additional time given to it. This has led to high attainment in writing, with very good systems in place to improve it and help pupils target their own areas for improvement. The school makes very effective use of baseline assessment, standardised tests and class teacher assessment and recording systems to build up a view of both individual and whole school attainment. This information informs the school's targets, which, although non-statutory, give direction to its work.
57. Educational priorities are supported effectively through the school's financial planning and the school makes good use of its resources. The school budgets systematically and deals efficiently with the challenge of peaks and troughs caused by children entering into the reception class on a termly basis in fluctuating numbers. The school's spending decisions relate to priorities for improvement and benefit for pupils. For example, significant investment in ICT resources has led to teachers using them successfully, leading to higher standards. The school has effective financial control and administration. Good use is made of new technologies, for example to enable the

administrative assistant to prepare budget information. The most recent auditor's report found that the school's financial systems were operating very well.

58. There is a strong awareness of performance compared to that of other schools, and systems are in place to monitor performance and set challenging targets. The school challenges itself about the service it provides. This is reflected in its allocation of time and resources. While the school has clear ideas about what is in the best interests of pupils, there are few formalised means through which the school is able to seek the views of parents and pupils on what the school provides. However, the school has sought to involve parents in the consultation on increasing early years provision. The quality and quantity of information provided to parents is good overall and the school provides opportunities for parents and carers to discuss matters or to make complaints. The school has efficient financial administration procedures and seeks the best value for money when making purchases. There is a clear link between targeting resources and raising standards. Overall, the school applies best value principles effectively.
59. The school has a good match of teachers and support staff to the demands of the curriculum. Accommodation is very good and much work has contributed to the creation of a bright, attractive learning environment. Learning resources are of good quality and quantity, with very good ICT resources that are well used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. There are no key issues for the school to address but there are other issues that should be considered by the school:

- improving pupils' understanding of their own learning and behaviour;
(Paragraphs 15, 20, 25, 88, 97, 101)
- improving pupils' listening skills;
(Paragraphs 7, 14, 79, 109)
- raising attainment in mathematics to bring it in line with English and science;
(Paragraphs 4, 93,94)
- the provision for spiritual and cultural development, including increasing awareness and understanding of living in a multicultural society;
(Paragraphs 31, 37, 111, 133, 143)
- improving systems for consulting with and informing parents.
(Paragraphs 48, 58).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	17	5	0	0	0
Percentage	0	18.5	63	18.5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	132
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.6

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	26	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	33	31
	Girls	26	26	22
	Total	56	59	53
Percentage of pupils At NC level 2 or above	School	91 (88)	96 (97)	86 (98)
	National	84 (84)	86 (86)	90 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	33	33
	Girls	26	25	25
	Total	59	58	58
Percentage of pupils At NC level 2 or above	School	97 (84)	95 (88)	95 (88)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	123	1	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.9
Average class size	26.2

Education support staff: YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	45

Financial information

Financial year	2001-2002
	£
Total income	343051
Total expenditure	356899
Expenditure per pupil	2231
Balance brought forward from previous year	38305
Balance carried forward to next year	£24457

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	5	0	0
My child is making good progress in school.	56	38	3	0	0
Behaviour in the school is good.	33	56	8	0	3
My child gets the right amount of work to do at home.	33	51	10	3	0
The teaching is good.	62	36	0	0	3
I am kept well informed about how my child is getting on.	23	51	15	5	5
I would feel comfortable about approaching the school with questions or a problem.	36	46	8	10	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	23	38	21	10	5
The school is well led and managed.	49	38	5	3	3
The school is helping my child become mature and responsible.	44	54	3	0	0
The school provides an interesting range of activities outside lessons.	23	21	28	8	21

Other issues raised by parents

Fourteen parents attended the parents' meeting. They found all aspects discussed satisfactory or better. Most parents felt that their children made good progress, none felt it was less than satisfactory. All were happy with the school's care and support. They agreed that relationships are very good. They feel that the literacy and numeracy strategies at the school have raised standards, the school is efficiently run, the ICT suite is a major improvement, the outdoor play area for reception is very good and there is now more structure to learning than in the past.

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

61. The school makes good provision for the children in the Foundation Stage. Children enter the reception class in the term in which they are five. At the time of the inspection there were 14 children in the reception class and most have had nursery or playgroup experience. On entry to compulsory schooling the attainment is average when compared to children of similar ages. There are no children within this small cohort with special educational needs or English as an additional language who would be likely to require additional support.
62. From this satisfactory point, the children have settled quickly into school routines and make good progress in all areas of learning by the time they enter Year 1 because of the consistently good, and sometimes very good, level of teaching. As a result, all children are on course to achieve the expected early learning goals set out in the Foundation Stage curriculum and a significant proportion are already exceeding these levels in their personal, social and emotional development, and the physical areas of learning.
63. All members of the staff team have a strong commitment to continuing their improvement of the curriculum and since the last inspection there has been much work done to bring about effective provision. There is an appropriate emphasis on the use of structured play to support learning. The current assessment procedures are good and a very positive start has been made to improve them to a higher quality closely matched to the Early Learning Goals into the early stages of the National Curriculum. Procedures are firmly in place should the need arise to assess and quickly put into place support for those children with special educational needs and for whom English is an additional language. Parents and other visitors are welcomed and given opportunities to become involved with the school, and this helps to promote and support their children's learning.

Personal, social and emotional development

64. The children's attainment in personal and social development exceeds that expected of children of this age. The overwhelming majority of the children are confident and enjoy coming to school. All members of staff work well together, show a very caring and sensitive approach to the children and maintain very good relationships with the parents. As a result, the children make a very good start to their life at school. The children are learning to establish relationships with adults outside their family, to listen to each other, to take turns and share fairly. They are developing an awareness of, and sensitivity to, the needs and feelings of others. A good example, of this was observed when the adult helped the children in negotiating the use of the wood blocks in the outside area whilst building a cave for the 'bear'. There are no significant differences in the responses of boys and girls due to the good support provided by the staff.
65. A strong feature of the staff's approach to the personal, social and emotional development is the consistent way in which they attempt to encourage the children to become more independent. The reception staff have established within the last four weeks effective classroom routines that help the children to learn what is expected of them. They recognise that the next steps are to focus on providing greater opportunities for the children to plan their own work within the prepared structured activities. This will

help the children to make informed choices and to develop personal tastes and preferences.

66. The children have swiftly learnt the class rules and behave very well. This is because the staff provide firm and consistent role models. They explain the rules patiently and praise the children when they are polite or helpful. The opportunities for personal and social development are very good. When preparing for a physical education lesson, the children confidently changed their clothes for the session quickly and quietly without support from the adults. In another lesson, the children sat together to cut up some fruit, then in pairs laid the tables with spoons, napkins and place cards. They then helped themselves to a dish of the fruit, sat at the tables and waited until all were seated before starting to eat their fruit. The happy conversations as they ate the fruit provided a strong reinforcement of how to meet and chat with other children.

Communication, language and literacy

67. A major part of the work of the school focuses on supporting spoken English and listening skills. At the start of the year, the children's spoken language was in line with the age-related expectation but their listening skills were slightly below that expected. However, as a result of good teaching, the children's ability to listen has improved and it is likely that they will exceed the age-related expectation by the end of the reception year. The staff place a strong emphasis on encouraging the children to listen to stories, and ask questions about what has happened, and what they think might happen next. The adults working with the children give good attention to the development of spoken English during, for example the literacy sessions and in good discussion during the role-play experiences. The adults' skilful and sensitive questioning is fostering and encouraging the children to respond in extended sentences rather than two or three word utterances. For example, when a group of children returned from the outdoor learning environment they were keen to share the adventures of the 'bears' with the rest of the class. As a result, most children are speaking clearly and learning to ask questions of each other and adults with confidence and interest, as well as enriching their use of vocabulary.
68. A significant feature of the good teaching is the initial part of the literacy lessons. The introductions to new activities are clear and precise: learning points are highlighted very well, enabling all children to share in the teacher's explanation and extend their knowledge. During the short time the children have been in school the adults have stimulated children's interest and love of books and stories. This work is extended beyond the classroom and the children have a time in the school library whereby they have very good opportunities to look at books, both fiction and non-fiction. In this way they are already beginning to distinguish the difference between a story and information text. The teacher gives them time to look, select and decide with care which book to take home to share with their parents. Because of the teacher's effective focus on the selection of books, stories and information texts they have become a source of pleasure, and children are beginning to have a growing understanding of the written word. A small minority has already begun to read some words and most can recall a story fairly competently. They know the author of a book and that a story has a beginning, middle and end. They can identify the main character, sequence the event and recall in the correct order. They are keen to offer their opinions about the illustrations in the books.
69. On entry to school, the children have writing skills that are in line with pupils of similar ages, but over the past few weeks they have begun to make good progress. The teacher has paid good attention to handwriting and the formation of letters. Early

attempts at writing are good and most pupils understand that various marks, words and letters convey meaning. This is because the children are given good opportunities during their play activities to have access to writing materials as well as the more formal occasions where they copy over or follow the contour of the teacher's writing fairly accurately. Most of the children can write their names using the upper and lower case letters formed correctly, and the higher-attaining pupils make good attempts at unfamiliar words. The adults encourage the children to share their work with each other at the end of the sessions. They provide a very good role model for the development of language and literacy skills and the work is very carefully prepared to meet the needs of all children.

Mathematical development

70. The good teaching in mathematics is helping the children to make a good start in learning about number by matching, sorting and counting in a range of contexts. As a result, the majority are on course to reach the expected end of reception year levels as described in the Foundation Stage curriculum and a significant minority are likely to exceed these goals.
71. The children are counting numbers in sequence to ten and can recognise individual numbers by their shape well. Good progress was seen in one lesson where the children began to understand counting backwards using numbers 1-10 by counting out aloud 10, 9, to get to 8. Many of the activities linked to other areas of learning support the children's mathematical development. Adults are skilled in drawing out the children's language and understanding through practical activities, such as the cutting of the fruit into halves and quarters, and in water play, outdoor activities or through computer programmes. They do so, for instance, by asking what have you done to the apple, which container holds the most, or checking whether a child knows a right turn from a left. Most children can recognise different shapes such as the circle, triangle, square and rectangle and the difference between a long or short piece of string. The good use of mathematical vocabulary in its appropriate context helps the children to acquire and use this terminology naturally, not only for the specific tasks, but also in other role-play activities. Lessons are well prepared, the adult's assessments of individual needs are good and the children are keen to succeed.

Knowledge and understanding of the world

72. In these first few weeks of term the major focus has been on the scientific element of the curriculum and the basic skills in using ICT. Planning over the course of time indicates a breadth of study on historical and geographical knowledge appropriate to the age range. Most of the children are working well within the age-related expectation. The activities on fruit and vegetables, going to the shops to buy them and using the senses to feel, smell and taste for scientific understanding are good. This is because the staff use skilful and challenging questioning to assess and extend the children's appreciation of scientific terminology and foster effective use of the vocabulary in an appropriate context. For example, the children are learning about the differences in shape and size of fruit, an awareness of stones or pips and differences in taste. They could explain the differences having been made aware of what they were trying to discover and this helped to keep their attention well focussed on the tasks and their enthusiasm for learning high. As a result the children are developing good observation skills and the activities are promoting the scientific skills of exploration, enquiry and discovery well.

73. Many of the children have good computer skills when they first start school. In school they have regular access to the computers to support learning. They work together and help each other to follow the computer instructions and carry out the tasks well. All the children understand, for example, the function of the 'mouse' and know how to use it to access a programme.

Physical development

74. The children's physical skills are being appropriately developed and their achievements exceed those described in the Foundation Stage curriculum. The children are making good progress in their control of both large and fine movements. They are using a good range of apparatus and other equipment with increasing skill. They handle tools, manage construction equipment and are being taught for example, to hold a pencil correctly. They use the equipment safely and with good control. The planning for the outdoor activities ensures that the children have good opportunities to be creative and imaginative in this outdoor space, for example, when individuals and groups of two/three children plan and carry out the 'bears' adventure. The adults use the available space and resources very well to increase the children's levels of exploration and discovery. Most children enjoy setting themselves challenges and show pleasure in their achievements for example, when travelling under and over the apparatus or managing to hop on one leg for a considerable distance successfully. The children show a high level of concentration and decision-making during these activities. For instance, when building with the wood blocks they thoughtfully and logically explored ways of ensuring that they were well balanced.

Creative development

75. The children's creative development is satisfactory. Children are working well within the age-related expectation and their progress overall is good. This is because the adults use the indoor and outdoor learning environments appropriately to allow the children to have the opportunity to experience a range of creative activities and experiences. Most children like to draw and have the opportunity for free painting. At this point of the year the teacher's tightly planned learning experiences are suitably developing the early skills that are necessary to extend the children's ability to use the tools and materials effectively. For instance, the children are competent in sticking and cutting, and using malleable materials, such as play-dough. They can use small and large construction equipment purposefully and they talk confidently about the directed task given. There are good opportunities to use role-play as a focus for learning in both indoor and outdoor environments. In these cases, the children readily initiate the play and respond to situations created by the teacher well. The teacher recognises that these skills are now becoming firmly established and that the children are ready to make more decisions and choices for themselves in order to express independently their own thoughts, ideas and emotions. No musical activities were observed during the inspection but the teacher's planning shows that there are opportunities for music-making on a weekly basis. There are no musical instruments readily accessible in the reception class areas whereby children can independently go and make or listen quietly to music. The children enjoy singing in assembly and many were seen trying very hard to join in the words of the hymns.

ENGLISH

76. Standards in English have continued to rise from the above-average levels at the time of the last inspection. The percentage of pupils achieving level 3, higher than expected of a typical seven-year-old, has improved from below average to well above average.

Performance in the national tests for seven-year-olds shows an upward trend over the last three years and exceeds the national average. In the results for 2001, reading was above average and writing was well above average in comparison with both all schools and similar schools. Reading, writing and spelling results have further improved in 2002 to reach well above average levels in all three strands. Half the pupils achieved at the highest level in reading and the highest attainers in writing achieved results three times better than the national average. This is because the school has established successful strategies to improve writing.

77. Inspection findings support this picture of high attainment. Pupils in both year groups are performing at well-above-average levels in reading, writing and spelling.
78. Progress in lessons is good and pupils learn the basics of English at a good rate. This is partly the result of the good start given in reception, and the time and attention given to reading and writing across the school. Good teaching and a strong cohesive curriculum ensure that pupils read and write accurately and effectively enough to support their learning very well both in English and other subjects. The progress of the higher-attaining pupils is very good in the development of more sophisticated reading and writing skills. This is because of the strong links made between reading and writing in lessons. Pupils with special educational needs and pupils for whom English is an additional language make good progress in English.
79. Standards in speaking and listening are above national expectations at the end of Key Stage 1. Pupils are confident speakers. These skills are developed well in Years 1 and 2. Pupils speak clearly and openly and are eager to join in and offer suggestions. They use subject specific language naturally and fluently both in English and other lessons. For instance, pupils offered sensible suggestions for making a jam sandwich in a Year 1 lesson, including the use of connectives such as 'now' and 'next'. Another Year 1 group described making a snake out of paper to their classmates with enthusiasm and excitement. They organised what they had to say, focusing on the main points. Year 2 pupils relate well in oral sessions on sounds and word patterns, as when they quickly thought of words to go with the 'fr' sound and found words to rhyme with 'fright'. Pupils in both year groups listen attentively to instructions but some pupils talk at inappropriate times and do not listen during whole class teaching time. Not enough opportunities are given for pupils to discuss their learning in pairs or small groups to help their listening skills and encourage them to wait their turn. Pupils engage eagerly with adults, speaking in complex sentences appropriate to the audience and sustain conversations on the subject with evident enjoyment.
80. Pupils' attainment in reading is very good. This is because teachers plan and match activities very well to the abilities of the pupils. Reading skills such as sound work and spelling are consistently taught using interesting high-quality resources such as attractive illustrated cards and word-processed worksheets, which are aimed at specific ability groups. In an activity seen with a Year 1 group, focused teaching enabled pupils to read text with support and then use the information to make an object. Other pupils made a paper jigsaw following instructions on a sheet. Both these activities demonstrated to the pupils the practical application of reading for meaning. All pupils have a home-school link book for reading that is used effectively by both teachers and parents. Reading books are well matched to ability and pupils read fluently at their level. They have a good understanding of the story, recall what has gone on before and predict what may happen next. The majority of pupils in both year groups are familiar with the terms: 'author', 'illustrator' and 'bullet point' because of systematic teaching and planning.

81. The higher-attainers understand the difference between non-fiction and fiction and that storybooks do not have a contents or index. All pupils enjoy reading, including below-average pupils who make comments about the story and know the characters. One pupil read with tremendous expression including using a loud booming voice appropriately. At this stage in the year the school uses books from published reading schemes for individual reading. This sometimes inhibits fluent readers in both year groups from extending their range and enjoying a wider, more imaginative structure. At present many pupils are unable to suggest authors or state a preference for different sorts of stories.
82. All pupils have the opportunity to borrow books from the newly refurbished, attractive library. It is well stocked with up-to-date non-fiction and provides space for the weekly lesson on library skills. The co-ordinator has recently devised a library skills folder which has differentiated worksheets to help pupils find books and extend their research skills. This initiative is still at an early stage of implementation and has not yet fully impacted on pupils' ability to find information using the newly implemented Dewey System.
83. The standards of writing in the school have improved from their good levels in the last inspection and are now very good. This is because of high teacher expectations, good questioning techniques, good subject knowledge and imaginative strategies. Pupils in both year groups use adventurous and wide ranging vocabulary such as 'floaty', 'dangling' and 'fluttering' when writing poetry.
84. In Year 1, the higher-attaining pupils are already writing up to four sentences independently and sustain concentration well. Throughout the year-group, pupils use their knowledge of the alphabet to locate the correct page to find the word they need in their personal dictionaries. The higher and average-attainers attempt new vocabulary and use full stops accurately. In Year 2, pupils write at length with the help of vocabulary lists for specific tasks. They use descriptive imagery such as 'The sunshine is touching the beautiful waves' in a letter writing as father to daughter and describe the 'ripe berries dangling' in an autumn poem. At this stage in the year, a third of the children already demonstrate the connection between punctuation and sentence structure, recognise and use simple spelling patterns and spell common words accurately. Throughout the school, children write in a joined cursive script, which by the end of Year 2, is well formed and has developed a distinctive style. Most pupils try hard to be neat and lay out their work well. Handwriting skills are consistently good in work in all subjects.
85. A significant strength of the school is that pupils write very well in other areas of the curriculum. The written work seen in subjects such as science, history and geography is of a very high standard; for example, writing up an experiment or describing a building or person's job. Pupils write logically, organise and explain information succinctly and remember and develop ideas.
86. The National Literacy Strategy is well embedded across the school. Teachers are comfortable with the structure of the Literacy Hour and are flexible in their approach. The curriculum is very well organised so that each ability group is clearly identified and catered for. The decision to devote a day a week to improve writing has paid off well. The curriculum is further enhanced by occasional visits from authors and a book week each year. Pupils' work is attractively displayed and demonstrates to them that it is valued and appreciated.

87. The quality of the teaching is good because lessons are well planned and activities are stimulating and ambitious. They include many purposes for reading and writing such as narratives, poetry, descriptions, instructions, letters and e-mails. In two lessons seen, Year 2 pupils prepared e-mail for classmates in Kenya. The teachers modelled the writing well, helping the group to decide on appropriate questions and observations. In most lessons the pace is brisk, teachers give clear explanations, encourage independence and use support staff well. There is an appropriate balance between whole class teaching and group work and enough time is given for pupils to sustain their learning.
88. In some lessons there are missed opportunities in the concluding part of the lessons for the pupils to talk about what they have learnt. This results in lost opportunities to develop speaking and listening skills further. Sometimes the focus in the concluding part of the lesson is not related to the main part. This prevents teachers finding out what pupils have learnt in order to develop ideas and take the learning on.
89. There are very good procedures for recording and tracking pupils' progress against national criteria. These are used effectively to develop targets for each child and predict results in national tests. The co-ordinator has developed individual target books for writing. This is a very good feature of assessment in English. The information is concise, divided into levels and refers to fiction and non-fiction. It is a very useful tool for pupils to assess their own progress. Sections in which pupils record their own judgements on progress reinforce pupils' self-assessment.
90. Marking is satisfactory but it does not refer pupils back to their targets. It often consists of a series of ticks with few suggestions to move pupils on in their learning.
91. Pupils take home spellings for homework and are expected to read each day at home, using the reading record to write in comments. This contributes effectively to the progress pupils make.
92. The co-ordinator is highly effective. She knows her subject well and has been fully involved in the strategies to improve the English curriculum. She accurately identifies further areas for development, such as improving the range of ICT software to use in lessons. The governor responsible for English works closely with the co-ordinator to further enhance the subject. Information is shared and the roles are mutually supportive.

MATHEMATICS

93. Standards at the end of both Year 1 and Year 2 are above the national average. This is a good achievement, as pupils' standards are typical for their ages when they start school. It is also a good improvement since the last inspection when standards were judged average. Standards and progress in the infant classes are good because teachers use the National Numeracy Strategy enthusiastically and effectively. Pupils have similar standards in all areas of mathematics (number, algebra, shape, space and measure and data handling). Pupils' standards in English and science are higher than in mathematics, as at the time of the last inspection. This is because of the school's focus on literacy, and some very good science teaching. Boys are achieving higher standards than girls, following a national pattern. Pupils with special educational needs and those for whom English is an additional language make good progress. As a result of good support most of them reach at least the standard expected for seven-year-olds by the end of Year 2.

94. Results in the 2001 National Curriculum tests in mathematics were well above the national average for the second year running. Pupils' standards in these tests were well above those in similar schools. Results in the 2002 tests were in line with the national average but below average compared to similar schools. There are two main reasons for these differences in standards. There was a higher proportion of lower-attaining pupils in last year's Year 2. The school gave priority to improving their English standards, so as to give them access to the whole curriculum.
95. In Year 2, pupils' accuracy and speed in counting, adding and taking away mentally are above average. They count on and back accurately, and understand terms such as equal to, less than and more than. Nearly all know how to multiply by 2, 5 and 10. Lower-attaining pupils often need help because they reverse both numeral shapes and the positions of 2 digit numbers at times. Standards of presentation are satisfactory. As a result, nearly all pupils have a secure foundation to develop future place value work and skill in checking their answers.
96. In Year 1, pupils recognise coins up to £1 and work out answers to simple shopping problems including money. Their use and understanding of mathematics in other subjects is as expected for their ages. For example, Year 1 pupils explained clearly the difference between the number and appearance of paper clips on a magnet. "It might look small but there might be a lot, because it holds them together." Pupils of all abilities show good data-handling skills. They quickly suggest ways of solving real-life problems. For example Year 2 pupils worked out how to make block graphs to measure and display the results of a science investigation.
97. Nearly all pupils remember the names of basic shapes such as triangle, cylinder or rectangle. They know the numbers of sides, faces and angles in such figures too. Pupils' skills in explaining how they arrive at answers are not high enough. This is because teachers do not always include enough of this activity at the beginning and end of lessons.
98. The quality of teaching and learning is good. In both Year 1 and Year 2 it was good or better in most lessons, and satisfactory in the remainder, as at the time of the last inspection. The strengths of teaching are:
- the high quality of resources, often made by the teacher;
 - teachers' effective use of the National Numeracy Strategy;
 - the good match of work to pupils' attainment;
 - careful planning for the use of support staff to ensure good teamwork.
99. In the very good lessons learning is exciting. Teachers change activities and high quality resources often, so that all pupils are interested and involved. Very good teamwork with classroom assistants results in challenging work for all pupils. For example, in a very good Year 1 lesson, pupils of all abilities made rapid progress in adding. This was because the teacher had made sure they learned a new method thoroughly. She also increased the challenge in the next step as soon as pupils were ready. Pupils with special educational needs and those for whom English is an additional language also made very good progress because of the skilled support of experienced classroom assistants.
100. When teaching and learning are good, pupils concentrate all the time. This is because teachers have good knowledge of mathematics and the new approach to teaching. They also make sure that pupils understand the aims of the work, and they plan and time activities carefully. Tasks start from exactly where pupils have reached and always take learning forward. Staff check carefully how pupils are getting on, so that

they do not get stuck, misunderstand or pick up wrong methods. As a result pupils work quickly and accurately.

101. Teaching and learning are less effective when pupils' inappropriate behaviour reduces the pace of the lesson. As a result some pupils stop listening. Sometimes teaching is also ineffective when pupils are not involved enough at the beginning. For example in a Year 2 lesson, pupils achieved less than they could because chatter and fuss from a few spoiled the concentration of others.
102. Teachers make satisfactory use of other lessons and activities to develop numeracy. Music lessons develop awareness of number and pattern. Science work improves measuring and investigative skills by involving some counting. Art and design and technology activities increase experience of pattern and shape. Pupils see number at work in simple sequencing work in English. Teachers often use registrations well to develop early pupils' counting skills as they work out dinner numbers and attendance each day during registration. However, pupils do not have enough opportunities to use computers regularly to develop early mathematical skills.
103. The leadership and management of the subject are good. There is good teamwork. Because of recent, effective training, teachers' good knowledge of mathematics results in lively and confident teaching and learning in most lessons. Teachers have worked hard to guarantee the success of the National Numeracy Strategy. Standards are going up as a result. However, mathematics standards remain lower than those in English and science. There is also too much variation in the quality of teaching between classes. The co-ordinator monitors the quality of teaching and learning effectively. Teachers assess individual progress carefully, and then revise teaching as needed.

SCIENCE

104. In the science teacher's assessments of seven-year-olds in 2002, the percentage of pupils achieving a level 2, expected of a typical seven-year-old or above, was in line with the national average, but above average compared to similar schools. Over half achieved level 3, a level higher than expected of seven-year-olds, which was a much higher proportion than the national average. In 2001, performance in science was close to average overall, although above average in some aspects and below average in others. Teacher's assessments for 2002 therefore show a marked improvement. Work seen during the inspection shows that current standards in science are well above nationally expected levels and are even higher than those reported at the previous inspection when they exceeded expected levels. Although there is slight fluctuation from year to year, standards are rising because the quality of the teacher's planning and coverage of the science curriculum has improved. There is a shared commitment to raising standards amongst all staff. Pupils of all abilities, including those with special educational needs, those with English as an additional language and higher-attaining pupils, make good progress in science.
105. Taken overall, the quality of the teaching is very good. The pupils make very good progress in their lessons and over the course of time. They acquire an appropriate body of knowledge that covers the key areas of life processes and living things, materials and their properties and physical processes. They are able to sort, for example, materials into different categories confidently and competently. They use charts, tables and ICT well to record their findings, although more use could be made of ICT in science. All pupils make very good progress in these areas because the teachers have clear learning objectives for each lesson. The introduction to these objectives at the beginning of each lesson is lively, has a sharp pace and a quiet rigour.

The teachers' skilful questioning stimulates all the pupils' interest and thirst for knowledge. Their spoken English is enhanced by the teachers' careful emphasis on subject specific vocabulary and the pupils listen and respond well to instruction. A major emphasis on investigation has promoted the pupils' enquiry and discovery skills very well. The collaborative group work when conducting an investigation is a significant feature of the lessons seen. A review of the pupils' work shows that where the pupils are given good opportunities to write independently their written work is of a much higher standard than when completing a worksheet. It enables them to write their findings as a scientific report, demonstrates clearly that they are capable of writing a detailed account and shows far more understanding of what they have learnt through the process of prediction and testing. More opportunities like this will help the pupils to record independently their findings, develop their writing and thereby raise their ability levels. Teachers do not consistently add constructive comments to completed work, which would help the pupils to become more self-evaluative and aware of how well they are doing.

106. The pupils have very good attitudes in science lessons. They are keen, enthusiastic and work well, for instance when classifying magnetic and non-magnetic items. They have a sense of pride in their efforts and support each other. The presentation of their work on display is good. Books written by the class teacher and artefacts are used well to support learning during lessons. Generally, pupils behave well in science lessons and this is because they are interested and enjoy the subject. 'This is fun' said one child whilst engaged in the sorting activity.
107. The leadership of the subject is sound and developing. It is a fairly recent appointment and at present the co-ordinator monitors teachers' planning and provision for the subject. There are good procedures for assessing the achievements of the pupils. However, the co-ordinator recognises that the next stage of her work is to have a greater involvement in the analysis of the end of key stage science assessments and the assessment of the overall achievements of the pupils throughout the school. This will enable her to set about identifying any gaps in the curriculum that could be further improved.

ART AND DESIGN

108. By age seven, pupils' attainment in art and design is above average, as it was at the time of the last inspection. Pupils use a good variety of materials and processes. Colour mixing with powder paints is established early on and pupils learn to mix colours carefully. For example, pupils in Year 2 mixed a range of colours to represent the stonework of the local church they had looked at and drawn. They show good understanding of the intrinsic qualities of materials, for example when they overlap colour tissue paper to create a new colour or combine materials using wash, wax resist and collage. Pupils show good understanding of shape and how to compose shapes carefully within a picture. This was evident in work developed having looked at Paul Klee, where pupils cut and glued a variety of shapes to create faces, inspired by Klee's *Senecio*. Pupils' use of ICT in art and design is well above average. A group developed their work on the local church using a paint programme and did so with a high level of independence and very good understanding of how to create and position shapes, change their size and fill them.
109. Pupils make good progress in art and design, which is an improvement on the satisfactory progress reported at the time of the last inspection. The work is planned to enable all abilities to achieve well and there are no variations in the progress of different groups of pupils. This is due to well-planned sequences of lessons that enable pupils to

develop and build on their skills. Pupils make effective use of visual information they have collected, and work from a range of starting points, including direct observation. Their listening skills are not as consistent as their practical skills, but they do understand the teacher's learning objectives and put effort into their practical work. Some pupils tend to be too noisy even when working well.

110. Teaching in art and design has many strengths and even where there are shortcomings the strengths outweigh them. For example, some pupils need firmer guidance from the teacher to maintain an acceptable level of noise in practical activities. However, the range of such activities planned by teachers enables pupils to develop and compare ideas using a variety of media and their learning is always at least satisfactory. Overall, teachers plan effectively to provide pupils with the art and design skills they need to make good progress.
111. The co-ordinator has only just taken on the role. Art and design is not currently a school priority. There is good consistency in planning and the curriculum meets national requirements. The school should increase the range of artists, craft workers and designers pupils look at, to encompass more work outside the European tradition.

DESIGN AND TECHNOLOGY

112. There was not enough evidence to judge standards, the quality of teaching and learning or pupils' response. This was because there had been no lessons since the start of the autumn term and there was little work from the previous year to evaluate.

GEOGRAPHY

113. Standards in geography are above those expected by the age of seven because of the cohesive links with history and the focused teaching, which enable the pupils to learn effectively. This is an improvement on the previous inspection when standards were judged to be satisfactory.
114. During Years 1 and 2, pupils gain good geographical knowledge and understanding. The work in their folders and the attractive wall displays show that pupils in Year 1 are developing a good understanding of plans and maps. They use a simple key in identifying and plotting areas of the school on a plan provided, and express their views on the jobs of school personnel.
115. Year 2 pupils in a topic on 'Our Village' write persuasive estate agents' brochures, identify street furniture such as signs and pelican crossings and make up riddles about buildings. They make an accurate plan of a street using a sophisticated key. In a Year 2 lesson, pupils made good progress in the use of directional and positional language as they sequenced instructions to get from one place to another in Scartho. Written work is neatly presented and detailed. The skills of sentence structure, spelling and punctuation are very evident in the descriptions of the village jobs. These show empathy and express opinions. For instance, one pupil writes that as a postman 'I would not like it when it is raining'. Discussions with pupils show that the local study is very motivating because of the interesting way it has been presented by teachers. Pupils are enthusiastic, retain information and speak eagerly and knowledgeably about their local environment. Higher-attaining pupils in Year 2 fluently describe their journey to school, naming roads and traffic features such as roundabouts and zebra crossings.
116. The quality of teaching in the one lesson seen was good. From this lesson, the work around the school and discussions with pupils, it is clear that teachers have high

expectations, plan well and have high quality resources, which they use imaginatively. A good feature of teaching is the use of subject specific language such as 'round', 'behind', 'along', which results in pupils extending their own vocabulary in using terms such as 'next to it' and 'across the kitchen' when describing rooms in a house for sale. Teachers devise high quality activities and worksheets, which stimulate the pupils to produce equally good quality work. Tasks are matched to all ability levels and build on whole class teaching. In the lesson seen, the concluding part of the lesson reinforced the learning as the pupils showed they could follow quite complicated verbal instructions from the teacher.

117. The scheme of work is well organised and provides very good cross-curricular links with history, religious education, English and science. Key geographical skills are clearly identified and securely built on. A good example seen was the progression in the use of a key when identifying places on a map. The strong emphasis on fieldwork both in the village and in Cleethorpes helps to make the curriculum stimulating and cohesive. There is a good match to pupils' abilities and interests and it is well resourced. The curriculum takes account of the wider world through seizing on interests such as the World Cup. An informative wall display identifies the teams, the countries they come from and where they were to play.
118. Teachers monitor progress through the detailed pupils' profiles. The picture built up over the two years enables them to assess the development and understanding of knowledge and skills by the end of the key stage.
119. The co-ordinator is new to the post but has a clear understanding of its strengths, especially the links to the pupils' own environment. Opportunities will be provided for working alongside colleagues to gain a more detailed understanding of teaching and learning in the subject. This strategy will help the co-ordinator to gain an accurate overview.

HISTORY

120. The good standards in history have continued to be maintained since the previous inspection. The analysis of pupils' work in topic folders and displays, and discussions with staff and pupils show that pupils of all abilities, including those with special educational needs, those with English as an additional language and higher-attaining pupils, make good progress in history.
121. In Year 1, pupils have a good understanding of the historical context of their school and how schools have changed over the years. They accurately sequence a time line of the school day and describe the roles of staff. An attractive classroom display shows photos of the classrooms in the school and contrasts them with Victorian schools, which enables the pupils to show empathy and place events in chronological order. This is further built on when pupils devise a series of questions for a grandparent who will visit to talk about her school experiences as an eyewitness. Questions such as 'what happened when you were naughty?' and 'what was your favourite subject' show that pupils are developing a good understanding of changes in the past.
122. The current Year 2 topic on Scartho is proving very motivating and interesting for the pupils. They show good understanding because of high quality opportunities, activities and resources. This includes focused visits into the village. Pupils have compared old and new buildings and made detailed observational drawings of particular features such as the interesting brickwork round the windows in the Springfield Gospel Hall. This work was extended during the inspection week to focus specifically on window shapes.

Pupils contrasted old and new windows and wrote perceptively about the difference between them, noticing specific details including the materials used and patterns in design. The quality of recording is good throughout the key stage. Pupils remember the skills taught during the literacy and writing lessons and use these in their comparisons and accounts.

123. Pupils are developing good understanding of chronology through the topic. They know that the features of a building can indicate its age and the higher-attainers know the difference in shape of Saxon and Norman arches based on the local church. They are knowledgeable about St Giles, that it has a slate roof, has archways blocked up and that a bomb fell in the churchyard.
124. Pupils enjoy history. They are enthusiastic and talk about it with excitement. Most listen carefully and remember facts well, especially when the topic is presented in an interesting way. For instance, a group of pupils described the bomb damage to the gravestones, which have 'chips missing out of them' with concern and sympathy. The opportunities and experiences in history are contributing positively to pupils' cultural development.
125. No direct teaching was seen during the inspection, but pupils' attainment and progress show that it is effective. Resources are a strong feature. These include good quality photographs of local buildings, which the pupils enjoyed referring to and talking about.
126. The detailed scheme of work identifies key skills, which show progression over the key stage. Connections with other subjects are clearly identified. They are particularly effective in the village topic where relevant links are made with geography, religious education, science and English.
127. The subject is well led. The co-ordinator has time allocated to look at teachers' planning and to match progress against the National Curriculum levels. She has built up a collection of well-chosen resource boxes, which include artefacts and videos. She takes responsibility for her professional development including improving the use of ICT in the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards have risen since the last inspection and are now well above what is expected in Years 1 and 2. This is partly because of the huge improvement in the school's hardware and software in the last five years. For example, the school has a computer suite with 10 new multimedia computers and a colour printer. In addition each classroom has two further computers and a printer. Pupils therefore have good opportunities to develop their ICT skills.

The strengths of ICT are:

- very effective use of a modern computer suite;
- the strong impact of pupils' ICT work in raising their standards in spelling, writing and art;
- teachers' skill in developing pupils' confidence and independence in ICT work.

Areas for improvement are:

- arrangements to track and record individual progress and to save pupils' work;
- development of the use of ICT in other subjects, particularly mathematics and science.

129. Pupils in Years 1 and 2 make rapid progress because teachers ensure they learn the basic skills very thoroughly. As a result nearly all pupils in Year 2 are achieving at the beginning of the school year the standards expected at the end. Most pupils have very good control of a computer mouse. They enter information accurately and quickly by using the keyboard. Word-processing and graphics skills are well above average. Pupils work on screen confidently and independently. For example groups from two Year 1 classes made very good progress, mostly by themselves, in selecting text and composing sentences about the local church. This was mainly because of teachers' skilled development of a high quality word bank.
130. ICT work is led and managed very well. As a result the school has improved on the good standards reported at the previous inspection. The co-ordinator has a clear view of what needs to be done next and how to do it. The school is therefore well placed to extend the use of ICT in other subjects and to improve the quality and use of assessment of individual pupils' progress.

MUSIC

131. Standards in music are within the expected level but are not as high as those reported at the time of the previous inspection. This is because there is no longer a specialist full-time member of staff to oversee the whole curriculum. The main elements of the music curriculum are singing as a regular collective activity, listening to music, including that of other cultures, and some sound exploration. Most pupils have positive attitudes towards music, including those with special educational needs. In the two lessons seen, the pupils were enthusiastic, behaved well and clearly enjoyed their musical experiences. However, in collective singing and on occasions in assembly the pupils were not as attentive as they could be and, as a result, the tone of the singing at times became rather harsh and loud in places.
132. Where pupils are making satisfactory progress in singing, they are able to maintain the pulse, observe the key skills of diction, discriminate and utilise variations in sound patterning well and are broadly in tune. Their achievement is most evident when the teacher challenges their skills, knowledge and understanding, for example, in choir practice when a greater focus is placed on pitch accuracy. A positive start on the composition element of the curriculum has been made. For example, in a Year 1 lesson, the teacher's emphasis on rhythmic skills was good and, as a result, the pupils made good progress in developing a sustained rhythmic pattern through vocal and body actions. However, greater opportunities to practise and refine the patterns in order to improve their performance skills would have raised the performance to a higher level. Year 2 pupils have the opportunity to learn to play the recorder and because of the good teaching are beginning to master the basic skills of tonguing and slurring, as well as correct positioning of fingers to ensure a quality sound from the instrument.
133. Taken overall, the teaching is satisfactory and on occasions good. This is because the teachers use a published scheme that ensures that they are able to provide a broad and balanced music curriculum. Moreover, it is enhancing the teachers' own musical skills and their ability to present the music curriculum much more confidently and competently. However, more focussed attention on the appraising element of the music, both in class lessons and assemblies, would strengthen the pupils'

understanding of music, including that of music from other cultures. The implementation of other national priorities has meant that music has yet to become a major focus for development. It is not listed on the school development plan as a current priority for either in-service staff training or curriculum development.

PHYSICAL EDUCATION

134. Standards in the two lessons seen were as expected for pupils' ages and have been maintained since the last inspection. There were no differences in the overall standards achieved by boys and girls, except in dance where girls' standards were higher. All pupils, including those with special educational needs and those with English as an additional language, made at least satisfactory progress. This is because of effective support and careful assessment of their learning as it takes place.

The strengths of the subject are:

- the enthusiasm of teachers and pupils;
- challenge in lessons resulting from good planning and timing;
- the very good resources, PE hall and outdoor areas.

Areas for improvement are:

- consistency in the quality of teaching and learning.

135. Teaching is good overall and not less than satisfactory. There are many good features. Teachers ensure that pupils develop sound gymnastic skills by demonstrating new moves carefully and by encouraging pupils to watch what others do. This works well because pupils see clearly how they need to bend, balance and move so as to improve their own performances. For example, in a Year 2 dance lesson, the teacher gave pupils good opportunities to learn by evaluating others' performance. This helped them think about their own dance sequences at the same time as it helped them gain confidence in performing for others. Another good feature is teachers' effective use of warm-up sessions. Pupils enjoy these parts of the lesson and join in enthusiastically. Teachers also encourage pupils to learn through careful observation. For example, Year 2 pupils carefully watched and discussed each other's dance interpretations of a poem, and then improved them.
136. Another good feature of the teaching is the careful assessment of pupils' progress through each step of learning. This enables teachers to show pupils exactly how to improve, both individually and as a whole class. As a result pupils with high, average and low physical skills all make progress during lessons. Teachers also highlight health and safety features well in this way.
137. Where there are shortcomings in teaching these are to do with setting and maintaining expectations regarding pupils' concentration and noise levels. While these do not have a major impact on learning, inappropriate noise and movement need picking up more quickly when they occur.
138. Nearly all pupils showed good attitudes and behaved well. They worked well either independently or in small groups, as they planned and performed sequences of movements. They were well turned out, keen to start and nearly all followed directions precisely.
139. The balanced programme of gymnastics, games and dance, meets statutory requirements. Boys and girls have equal opportunities within this range of work.

140. Leadership and management are good. For example the school has recently improved games equipment, which is now very good. Teachers are therefore able to develop basic techniques more effectively, particularly pupils' ball skills. The school has also fully addressed the shortcomings in PE dress noted at the previous inspection. The school also gives Year 2 pupils the opportunity to develop dance skills in a weekly maypole dance club. At the time of the inspection 18 pupils were taking part enthusiastically in this activity. In addition the school also arranges sessions of cricket coaching for Year 2 pupils and football coaching for Year 1s.

RELIGIOUS EDUCATION

141. Although it was only possible to see one lesson taught in religious education, a review of the pupils' work, discussion with both pupils and staff, and a scrutiny of the planning, indicate that standards are in line with the local Agreed Syllabus. They are similar to those reported at the time of the last inspection. The progress made by pupils of all abilities is good and this is the result of the teachers' developing their knowledge and understanding of the topics and also to the interesting teaching approaches that they use.
142. Over the two year rolling programme, the pupils develop a good knowledge of stories from the Old and New Testaments. They also learn to make links between celebrations in different faiths, such as between Christmas and Diwali. They have recently developed a recognition of the significance of the church building and can name and describe many of its features such as the Bible, altar, and the Cross. They could also describe the function of the font and pulpit. In discussion, the children spoke at great length about the 'massive pipes' of the organ. By the end of the one lesson seen, the pupils had a clear understanding of why we respect the things in a church and why for example, we sit quietly in the pews, kneel on the hassocks to pray to God or move quietly in the graveyard. The lesson was of a good quality and provided an appropriate follow-up to the class visit to the local church. Discussions are well conducted and are responsive to the pupils' desire to demonstrate their knowledge and express their opinions. A small minority of pupils, whose inattentiveness on occasions disrupted the flow of the lesson, was handled firmly yet sensitively by the teacher. Books and artefacts are attractively displayed in the classroom. These are used well to support the learning during the course of the lesson.
143. By the end of Year 2, the pupils acquire a greater breadth of knowledge about Jesus's life and work and know that the significant points of the church calendar are linked to Jesus's life and death. They also develop recognition of, and respect for, features of other world faiths such as Hinduism and Judaism. They know that faith has an impact on the life of believers and that each major faith has its special place, its special book and practices. However, the teachers would benefit from further guidance on how to develop a wider range of coverage of the different faiths to ensure that the multicultural dimension within the religious education curriculum is adequately representative of the pupils within the school. This is essential if the pupils are to acquire a deeper understanding of the wider world and develop a lively and continuing interest in the subject. Religious education also makes a positive contribution to the programme for the pupils' personal development. Links to lessons in religious education are made through the school assemblies, which contribute well to the children's understanding of religion.
144. Religious education is well managed and subject leadership ensures clear educational direction. Resources are used well.