

INSPECTION REPORT

LACEBY ACRES PRIMARY SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117965

Headteacher: Mr C G Mashford

Reporting inspector: Mrs R S Rodger
10347

Dates of inspection: 16-19 September 2002

Inspection number: 247837

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

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INFORMATION ABOUT THE SCHOOL

Type of school	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Swiftsure Crescent Grimsby North East Lincolnshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J T Bowyer
Date of previous inspection:	13.10.97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10347	Mrs R S Rodger	Registered inspector	Mathematics Art English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils' taught? How well the school is led and managed?
9505	Mr D Haynes	Lay inspector		Pupils attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources.
30000	Mr J Treserdm	Team inspector	Science Design and technology History Geography Special educational needs	How good are curricular and other opportunities offered to the pupils?
11419	Mrs J Underwood	Team Inspector	Foundation Stage Music Religious education	
26232	Mr C Grove	Team inspector	English Information and communication technology Physical education Citizenship Educational Inclusion	Spiritual, moral, social and cultural development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lacey Acres primary school is a community school situated on the western outskirts of Grimsby. It is larger than most other primary schools, with 324 pupils on roll, 172 boys, and 152 girls. There are considerably more boys in Year 4 than girls. The school has eleven classes, all of which are mixed age apart from the Foundation Stage¹. Attainment on entry to the school into the Foundation Stage is broadly average with some below average attainment in aspects of reading and language development. The area is mixed socially and economically. Ten per cent of pupils are entitled to a free school meal and this is below the national average. There are three pupils from minority ethnic cultures: two Romanian pupils and one Black African pupil. Three pupils have English as an additional language; one receives support to learn English. Seventeen per cent of pupils have special educational needs, including four pupils with a statement of special educational need; the proportions are broadly average. Pupils have a range of special educational needs including moderate learning difficulties, emotional and behavioural problems, speech and language delays and various physical disabilities. Pupil mobility is high. Twenty-one pupils joined the school in the last year and twenty pupils left through the year. A significant number of pupils leave the school at the end of Year 5. The school experiences no problems recruiting staff. Two teachers have left the school and 1.6 teachers have been appointed in the past two years. Retention of staff has improved since the last inspection.

HOW GOOD THE SCHOOL IS

This is a good school with significant strengths in the way the needs of all pupils are met, especially pupils with special educational needs. Standards of attainment are improving by the time pupils reach Year 2 in English, mathematics, and science. Pupils achieve well by Year 6 in mathematics, science, and reading. High attaining pupils achieve particularly well. Pupils' attitudes, values, and personal development are very good. The overall quality of teaching is good with a high proportion of very good teaching. Leadership and management of the school are effective. Improvements to the school since the last inspection have been good. The school provides good value for money.

What the school does well

- Promotes above average standards in reading, mathematics, and science by the age of 11 and standards in the most recent tests have improved for seven-year-olds.
- The pupils have very good attitudes and achieve very good standards of behaviour.
- The teaching is very good in more than a third of lessons.
- The leadership and management of the headteacher, the key staff, and the governors, are effective.
- Pupils with special educational needs are well provided for.
- The quality of education in the Foundation Stage is very good.

What could be improved

- Standards of writing by the age of 11.
- Standards in information and communication technology and the use of information and communication technology across the curriculum.

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 1997. Improvement since then has been good. Standards in English, mathematics, and science have improved due to the effective leadership and management of the subjects and the effective implementation of the National Literacy and Numeracy Strategies. The overall quality of teaching has improved. The roles and responsibilities of subject co-ordinators have improved and are beginning to have a good impact on improving standards in their subjects. Pupils take good responsibility for their learning and now show they can carry out their own investigations and research in lessons.

¹ Is the stage between three and five years old. The children start in the reception class which is half way through the Foundation Stage.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	D	E
mathematics	D	D	B	B
science	D	D	B	B

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

The school's latest national test results were affected by pupil mobility; pupils who remained in the school from Year 2 achieved significantly better than those who joined the juniors after that period. The results above apply to pupils who left the school well over a year ago. Early indications from the 2002 national test results are that standards have been maintained in mathematics and science in Year 6 and have improved in English. One third of pupils achieved Level 5 in mathematics and science. One fifth of pupils did so in English, which is a good improvement on last year's results. The school has met its targets in English and mathematics for eleven-year-olds. The overall trend in attainment is broadly in line with the national trend over the past five years. The standard of current work among eleven-year-olds is above average in mathematics and science. Standards in reading are above average but those in writing are below average and this is leading to average standards overall in English. Current standards among eleven-year-olds are above average in physical education and design and technology; they are average in all other subjects, except in information and communication technology where they are below average. No judgement was possible on standards in religious education in Year 6 due to lack of evidence. Overall, achievement is good, with some very good achievement for pupils with special educational needs.

Standards were much improved in Year 2 in the 2002 national tests compared to 2001. The achievement of seven-year-old boys was higher than that of girls due to the priority given to improving boy's attainment. The standard of current work in Year 2 is above average in English and mathematics. Pupils are on course to exceed expected levels by the end of the year in those subjects. Standards among seven-year-olds are above average in art and design, and average in all other subjects. Attainment on entry to the reception class is broadly average, apart from aspects of language and literacy, which are lower than is typical. As they progress through the school, pupils achieve well and by the time they leave a high proportion are attaining levels that are above average. Pupils with special educational needs and many of those entering the school from other schools, part way through Key Stage 2, also make good progress, but attain below expected standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school. They concentrate well and show enthusiasm in lessons.
Behaviour, in and out of classrooms	Very good. Behaviour around the school is very good and generally good in lessons. Good behaviour and effort are rewarded in the weekly award assemblies.
Personal development and relationships	Very good. Older pupils are encouraged to take responsibility through the 'buddy' scheme. They look out for and support younger pupils who may be having difficulty settling into a new class. Older pupils show good levels of confidence when talking about what they like and dislike about pupils' behaviour around the school.
Attendance	Good. Attendance is just above the national average. One pupil was excluded from the school in the past year, but has now left.

Pupils are naturally very courteous and polite. Relationships throughout the school are very good. The attitudes and behaviour of the pupils is a strength of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The quality of teaching and learning is good overall. In the 62 lessons observed, teaching was very good in 24 lessons, good in 26, satisfactory in 11 lessons and unsatisfactory in one lesson. Mathematics and English are taught well throughout the school due to the good use made of national guidance for literacy and numeracy. Strengths of the teaching include: very detailed planning and evaluations of pupils' learning day-by-day and the way in which pupils' prior learning is taken into account in planning and grouping pupils in the mixed age year groups. The pace of lessons is brisk; good opportunities are provided to encourage pupils to think before answering questions. For example, a group of low attaining pupils were encouraged to use the correct mathematical terms as they described a subtraction calculation. Additional support staff are used very effectively to support pupils with special educational needs. For example, in English and mathematics lessons in Years 3 to 6, additional staff enable the pupils to be taught by their age and abilities. This system has a very good impact on the learning of all ability groups as groups are smaller and staff have time to give individual support when required. Staff expect pupils to behave well in lessons and they generally do. Features of the less effective teaching include: unfamiliarity with the subject knowledge required to promote effective learning; scant planning and a slow pace to lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum includes all the subjects of the National Curriculum and religious education. Information and communication technology does not meet requirements in Years 1 and 2. The time allocation to religious education is below the national recommendations. The quality of the Foundation stage curriculum is very good. Pupils are provided with a good range of out of school activities
Provision for pupils with special educational needs	A strength of the school. Records are detailed and assessments are carried out as required.
Provision for pupils with English as an additional language	The very small number of pupils with English as an additional language are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is very good for social development, good for moral development and satisfactory for spiritual and cultural development. Pupils' are expected to be truthful, honest and fair in all they do. They show initiative and become involved in the community. Opportunities to promote an awareness of cultural diversity in daily work are limited.
How well the school cares for its pupils	The school cares very well for its pupils. Procedures to monitor behaviour are clear. Procedures for assessing pupils' academic progress are robust. Detailed analysis of the national test results is used well to determine the next steps in pupils' learning. Midday supervision is a strong feature of the care of pupils.

Parents' views of the school are supportive. Their children like school, make good progress, and are expected to work hard. The quality of information provided to parents is satisfactory. The prospectus is clear and concise. However, other information such as the homework policy is very wordy and not very clear.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a good leader. His 'hands-on' management style helps to create a strong team with a clear vision for the future development of the school. He is well supported by the deputy headteacher and other members of the senior management team. Key staff are having a good impact on improving standards in their subjects.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school and consult with parents effectively before taking major decisions. They use their professional expertise well to support the school. They have had too little involvement in shaping the future direction of the school in the past.
The school's evaluation of its performance	The school recently undertook a self-evaluation exercise to determine strengths and weaknesses in all aspects of its work. This is a valuable tool for future development. The reintroduction of appraisal through the performance management process is well-embedded into school practices.
The strategic use of resources	Very good. Efficient use is made of resources available to the school, particularly in the appointment of support staff. Key Staff are expected to consider principles of best value in determining their subject needs and in all resources acquired by the school.
Staffing, accommodation and learning resources	The staff are appropriately qualified and sufficient for the needs of the school. Accommodation is good with all space used effectively to support teaching and learning. Additional classes for Years 3 to 6 means that the library in that part of the school is out of use. A recently opened information and communication technology suite for the Foundation Stage and Year 1 and 2 enhances provision in this subject.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The approachability of the staff. • The children make good progress and are expected to work hard. • Behaviour in school is good. • The teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework their children have to do. • The information they receive about how their child is getting on. • The range of activities outside school.

The inspection team agrees with the positive comments made by the parents. The amount of homework is about right, although more is given in the Foundation Stage and Years 1 and 2 than is typical of most schools. They agree that some of the information sent to parents is very wordy and sometimes the notice given for events is too short. The reports parents receive about their child's progress are very good. The number of out of school activities, including lunch times is better than expected of primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the reception class is about average. A small number of children attain below average in some aspects of communication, language, and literacy. The attainment of the current group of children in the reception class is broadly similar to that of previous children starting the school. The children are on course to achieve the early learning goals by the time they start in Year 1 in all areas of learning.
2. The 2002 national test results for pupils in Year 2 show a good rate of improvement compared to the previous year's results in reading, writing, and mathematics. Almost one third of the year group achieved the higher Level 3 in reading and mathematics and almost a quarter of pupils achieved the higher Level 3 in writing. Boys performed better in these subjects than girls. Attainment in the 2001 national tests was well below average in reading and mathematics. The improvement in standards can be directly attributed to the increased amount of very good teaching in Year 2. Teacher assessment in science in 2002 shows that almost one third of pupils have achieved Level 3 with an above average number of pupils achieving the nationally expected level.
3. Current standards in Year 1 and 2 are above average in reading, writing, and mathematics and average in science. Skills of speaking and listening are underdeveloped in Year 2 and below average. Pupils lack confidence and often answer questions using single word sentences. There are strengths in the standards achieved in art and design. Pupils showed a good level of skill as they sketched a pineapple from direct observation applying recently taught skills of shading and line. Standards are average in all other subjects in Year 2 except in information and communication technology, where they are below average.
4. The 2002 national test results for Year 6 pupils, who have now left the school, show that attainment in English improved slightly compared to 2001, especially in reading, but is still well below average in writing, which is a priority for improvement identified by the school. Standards in mathematics and science have been maintained for the high attaining pupils but a lower proportion of pupils attained the nationally expected level than the previous year. In 2001, the results in English were well below average compared to similar schools and above average in mathematics and science. The school's latest national test results were effected by pupil mobility. Pupils who remained in the school from Year 2 achieved significantly better than those who joined the school in that period. Subject co-ordinators have completed a detailed analysis of the results to show the differences between the progress of those pupils who started their education in the school compared to those who joined the school later.
5. Current standards in Year 6 are average in English and above average in mathematics, science, design and technology and physical education. The school has identified raising standards in writing as a whole school priority based on the analysis of the past two years of Year 6 national test results. In the 2002 national tests for writing, less than half of the pupils achieved the nationally expected level and no pupils achieved the higher level 5 which is very low. Standards are below average in information and communication technology reflecting inconsistencies in the teaching and gaps in the provision.
6. The school has met its targets for English and mathematics this year. Overall, achievement in the past five years has kept pace with the national upward trend in English, mathematics, and science.
7. A considerable strength of the school is the progress made by pupils with special educational needs, who are very well supported by classroom support assistants throughout the school. This enables them to achieve very well. A similarly high level of support and encouragement is given to the very small number of pupils with English as an additional language who also achieve very well.
8. Despite a fall in the proportion of pupils achieving the nationally expected levels in the 2002 national tests, higher attaining pupils achieved well. In 2002, several pupils were entered to sit the Level 6 assessments in mathematics and science. Almost one third of pupils achieved Level 5 in reading, mathematics, and science. Throughout Years 3 to 6, the pupils are grouped by ability for English and mathematics, which ensures that they are challenged at an appropriately high level. Year 5 and 6 pupils are also grouped by ability for science, which again means that work can be better matched to the abilities of the pupils. Consequently, they can achieve well.

Pupils' attitudes, values and personal development

9. The pupils' attitudes, values, and personal development are very good, contribute well to the positive learning environment that exists within the school, and have been sustained since the previous inspection. Pupils are keen to come to school and settle quickly into the daily routine without undue intervention from the class teacher. During nearly all lessons, pupils concentrate well and show enthusiasm.
10. Behaviour is very good. It is necessary to remind pupils of the rules on very few occasions. Starting in the Foundation Stage and continuing throughout the school, the teachers' expectations of pupils' behaviour are very high and the pupils live up to these expectations most of the time. Behaviour in lessons is good though the standard varies with the quality of teaching. Behaviour around the school, in assemblies and at play is very good. No incidents of bullying or oppressive behaviour were seen and this type of behaviour is not reported as a problem by either parents or pupils. The school is an orderly community. There is no evidence of vandalism. Learning resources and property are treated with respect. Pupils demonstrate a natural courteousness to adults, which was well demonstrated by pupils from all year groups as they walk about the school and during lunch times. Without prompting, Year 4 pupils thanked the coach driver who had taken them to the swimming pool. Pupils relate well to each other and to all members of the teaching and non-teaching staff. Pupils were at ease expressing their feelings to members of the inspection team and in front of their fellow pupils, this was particularly evident during informal discussions with pupils when they talked openly about their likes and dislikes and about behaviour of children around the school. Award assemblies are held regularly where individual pupils receive recognition by being presented with certificates for good behaviour and work.
11. The school offers a range of opportunities for pupils to take on responsibility for the day-to-day running of the school including being buddies and monitors around the school. Monitors assist at lunchtime in the dining room, after lunch with the youngest pupils, and assist the senior mid-day supervisor. The needs of all pupils are met well. In a new initiative, mid day supervisors have been trained in structured play techniques to engage pupils of all ages and ability in group and team activities when at play; pupil monitors assist with these games. A 'sharing bench' on which pupils can sit and talk is a focal point for the buddy scheme. There is however no school council. The school offers a good range of after-school activities that included art, music, English, mathematics, computer, and team sport clubs that are open to both boys and girls of all abilities.
12. For the reporting period overall attendance is good and above the national average, a situation that has been maintained since the previous inspection. There was a fixed-period exclusion during the reporting period. The pupil has since left the school.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching and learning is good. Teaching was very good in more than a third of lessons. This is a higher amount of very good teaching than during the last inspection. Teaching was unsatisfactory in one lesson at Key Stage 2. Teaching in the Foundation Stage is very good.
14. A consistent feature of the very good teaching is the way in which pupils of all abilities are supported in their learning by the grouping of pupils by ability for English and mathematics throughout Years 3 to 6 and also for science in Years 5 and 6. Although there are two age groups in each class throughout Years 3 to 6, they are taught by age and ability for English and mathematics. All teachers plan very effectively; learning objectives are clearly stated; work is suitably matched to the wide range of abilities; pupils with special educational needs are very well supported and make very good progress. In Years 5 and 6, pupils are challenged and expectations are very high. Most pupils respond positively to the challenges set and enjoy learning. They persevere and are encouraged to think before answering questions. For example, in a Year 3 mathematics lesson, the pupils were encouraged to give the correct terminology as they explained their mental calculations. Good subject knowledge, especially of the National Literacy and Numeracy Strategies is a common feature of the very good teaching. The relationship between pupils and teachers is a strength of the school. Behaviour is good and pupils are prompt to respond to requests to concentrate and get on with their work.
15. Pupils' work is marked consistently with a good level of feedback given to pupils. As yet, no reference is made to targets the pupils have been set.

16. In the small amount of less effective teaching, too little account is taken of pupils' prior learning, with the result that work set is too easy and progress through the lesson is limited. Teaching lacks challenge due to weaknesses in subject knowledge and pupils make limited progress in learning new skills. Pupils' involvement in those lessons is limited and they are expected to listen for too long without contributing.
17. Pupils with special educational needs in the Foundation Stage and in the infants are taught very well. This is because the lesson planning takes into account the varying attainment of the pupils and the work is appropriately matched to differing needs. For example, in a Year 2 art and design lesson, the teacher took care to obtain the total inclusion of the pupils with special educational needs who proceeded to work with dexterity, concentration and attention to detail and as a result had high levels of achievement.
18. The learning support assistants are knowledgeable, very well prepared, and work very effectively both with individuals and small groups of pupils. In the junior classes, pupils with special educational needs are also taught very well. Teachers plan to meet the different needs of pupils and they give the pupils good support and encouragement to achieve good standards of work. For example in a design and technology lesson the teacher constantly told the pupils with special educational needs in an inspiring way that they could achieve the goals set, and they did. The learning support assistants are able to provide effective support to the pupils because they are well qualified and well briefed about the needs of the pupils. This was seen in a Year 3/4 lesson where the learning support assistant managed a large group of pupils with special educational needs in their work on a suitable but challenging investigation task. The pupils worked with perseverance and the learning assistant gave knowledgeable support for them all to complete the task successfully.
19. Pupils have homework regularly, although the frequency and amount given in Years 3 to 6 is variable. In the Foundation Stage and Years 1 and 2, some parents think that their children have too much homework. The inspection team support the amount of homework given in the Foundation Stage and Years 1 and 2, especially as it frequently encourages parents to be involved in their children's learning and has a good focus on helping pupils learn the names and sounds of letters.

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

20. The curriculum is satisfactory and generally meets the needs of its pupils. However, the requirements of the information and communication technology curriculum are not met in Years 1 and 2 and the time allocated to the teaching of religious education is insufficient. The timetable is arranged on an appropriate two-year cycle to accommodate the mixed age classes. The curriculum has been fully reviewed to take account of Curriculum 2000 and policies and schemes of work are in place for all subjects. The National Literacy and Numeracy Strategies have been implemented effectively.
21. The curriculum for the Foundation Stage meets the needs of children in the reception class. The provision is a strength of the school. The teachers plan together and then discuss the plans with the other adults; this ensures continuity. Themes are carefully planned and linked where possible to visits or visitors. All lessons are well planned with appropriate early learning objectives. There is a very good range of activities to reinforce children's learning and develop their language.
22. Arrangements for pupils' personal, social, health and citizenship education (PSHCE) are good overall. An agreed policy is in place covering health and sex education and the pupils are taught through designated sessions, for example in PSHCE focused assemblies and in subjects such as science where the pupils learn about healthy foods. There is no policy on drugs education although one is being prepared. The school does not have a school council but issues arising from the special PSHCE focused assemblies are discussed in PSHCE lessons.
23. The school serves an area of predominantly white pupils. In the range of educational opportunities that it is providing, insufficient attention is given to helping pupils learn about the diverse nature of British society. The school has a clear commitment to equality and this is very apparent in the way all pupils have very good access to the full range of curriculum provided in the school with special facilities provided for pupils with disabilities. However, some of the subject policies do not include an equal opportunities commitment statement. The individual needs of lower attaining and higher attaining pupils are recognised and the individual contributions of all pupils are valued. In the 2002 national tests, girls performed slightly better in English than boys but there is no consistent difference in the attainment of boys and girls. However, to encourage boys to read more, the school has purchased books with topics specifically aimed at boys' interests. A range of sport and other out of school activities are available to all pupils.

24. Pupils with special educational needs experience a curriculum that is broadly the same as other pupils. The policy for special educational needs is good. It is implemented effectively and as a result the provision for pupils with special educational needs is very good and enables pupils to be supported across a range of curriculum subjects with emphasis given to literacy and numeracy. In lessons, work is well matched to the needs of the pupils on different stages of the Code of Practice and the work of pupils withdrawn from class is well linked to what the rest of the class is learning. During literacy lessons, two statemented pupils are withdrawn to work on specially prepared programmes. This is an effective course of action and the pupils are making very good progress. The planning of the work for pupils with special educational needs relates very well to targets set in individual education plans. Teachers use a range of strategies to help pupils with challenging behaviour and are sensitive to the needs of those with social and emotional difficulties.
25. The provision for out of school and lunchtime activities is good, although parents' views are that there are too few activities. Over the year, the school provides a variety of activities including clubs for sports, art, music, computers, and English. In addition, there are opportunities every year for older pupils to take part in a residential experience offering adventure activities. The school also has plans to introduce care facilities for pupils before school begins in the form of a breakfast club and after school care until early evening. The pupils support charities such as NSPCC and the RSPCA. All of which contributes well to pupils' learning about those less fortunate than themselves. The school's links with the community provide a good enrichment of the curriculum. These include links with the local Baptist Church, a chemicals company, Grimsby Town Football Club and an old peoples' home. The pupils make visits to local museums, to a pizza factory and to local garden centres. Further curricular enrichment is gained from visits by local performance artists such as a music group, and the Sealed Knot society. The school liaises with local secondary schools for the purposes of the transfer of pupils. In addition, teachers from the school make visits to other schools to gain and share ideas with other teachers. This helps to prepare pupils well for the next stage of their education.
26. Provision for pupils' spiritual, social and cultural development is good overall. Provision for social development is very good, and provision for moral development is good. The aims of the school recognise the value of this aspect of the pupils' development well. Provision for both spiritual and cultural development is satisfactory. Parents are pleased with the values and attitudes fostered at the school. Since the last inspection, standards in spiritual, moral, social and cultural development have been maintained, and continue to reflect the school's aims.
27. The provision for spiritual development is satisfactory. Religious education lessons provide a context for children to learn about the beliefs and values of other people. Within school assemblies, acts of collective worship are conducted, but the context of, and reasons for, particular prayers are not always clear. Although assemblies play a role in pupils' moral and social development, they include for the most part insufficient opportunity for reflection or for spiritual development. By contrast, pupils attending one particular junior assembly were sensitively led to experience excitement, and then a sense of wonder, as the teacher introduced them to a King James Bible dated 1767. In the atmosphere created, the teacher then read and discussed with the pupils the wisdom in the judgement of King Solomon in the case of the stolen baby.
28. Provision for moral development is good. There are clear expectations about pupils' behaviour and attitudes outlined in its behaviour policy. The school finds ways of reinforcing and rewarding positive examples of appropriate behaviour. For instance, signs around the school seek to promote good behaviour, and the pupil-of-the-week awards are given for exemplary behaviour as well as for academic progress. Similarly, PSHCE lessons provide a context for affirming good behaviour. The behaviour policy also includes an anti-bullying policy, which is closely related to the ethos of the school.
29. Very good provision for the social development of pupils is made, and this is a strength of the school. The relationships between school staff and pupils are good, and they, together with the caring atmosphere of the school, provide a good basis for pupils' development. There are opportunities for social development in the form of the monitors who exercise various responsibilities around the school, and through the 'buddy' system where older pupils take responsibility for aspects of the pastoral care of younger children. Other pupils take responsibility for delivering registers to classrooms and returning them to the school office. Within the curriculum, opportunities are provided for pupils to work closely with one another. For instance, when whole classes are taught in the information and communication technology suite of 16 computers, there is frequently a need to co-operate in pairs or in threes to complete the set task. A similar instance is when children are called upon in a physical education lesson to work in small groups on a gymnastics exercise involving co-operating in threes to alternate between illustrating different modes of 'travelling' and forming interlocking 'statues'.

30. Provision for cultural development is satisfactory. Pupils pay visits to places of interest, for example, Scunthorpe and Barton Museums in connection with their studies in history, a pizza factory as part of design and technology curriculum, and Killingholme power station when older children learn about aspects of physical science. Organisations such as the Sealed Knot are also invited into the school to enhance the curriculum. Links with local churches serve to enhance cultural as well as spiritual provision. The school is a largely single culture in terms of the nature of its pupil intake and does not sufficiently extend pupils' horizons with regard to the multicultural character of British society; this is a weakness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school cares very well for its pupils; this is a strength. A member of the senior management team is responsible for child protection and her detailed knowledge of pupils and their backgrounds together with clear guidance for both teachers and classroom assistants provides a very good level of protection. Record keeping and communication within the school are very good, contact is maintained with outside specialists, and their services are effectively used. First aid provision is good and the children know what to do should the need arise. The newly appointed caretaker and team of cleaners maintain a high level of cleanliness and any aspect of maintenance is attended to promptly. Major window refurbishment work has been well planned and is an ongoing project. This helps create a safe learning environment and instils high values in the pupils that are reflected in their respect for property and learning resources. Safety inspections and risk assessments are also carried out but the school should consider increasing the focus and frequency of these assessments.
32. School rules are prominently displayed around the school and pupils know what is expected of them. Very effective procedures are in place to promote good behaviour and there were no incidents of harassment or bullying during the inspection. There are good procedures at the end of the teaching day concerning the collection of younger pupils by parents. Adequate supervision is provided when the children are at play and a good range of activities is encouraged, led by the mid-day supervisors. The supervisors interact very well with pupils and the standard of supervision provided maintains a consistent approach to behaviour management.
33. Registration is quickly taken and there are very few pupils arriving after registration closes. Registers are maintained correctly using a manual system and the administration staff are confident and competent at analysing the data. A good feature is the return of the registers to the office after each registration; any late comers having to report to the office as other access routes are secure during the teaching day. There are very good procedures in place for monitoring absence. Attendance statistics are calculated weekly for each class and the attendance of particular pupils monitored. Attendance is a regular feature of assemblies and awards are made to individuals and classes for good attendance.
34. Procedures for assessing pupils' attainment and progress are of good quality and contribute effectively to curricular planning; this is particularly strong in mathematics. This is an improvement since the previous inspection. Assessments include national and optional tests in English, mathematics, and science. The school effectively monitors the progress of pupils with special educational needs and records are well maintained and regularly updated. Analysis of the data is used to identify priorities for curriculum development and the need to group pupils by attainment in order to meet the learning needs of the more able pupils. Individual targets are included in each pupil's annual report on progress, the targets focusing on English, mathematics, and science. However, pupils are not involved in their own target setting.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. Parents' views, as expressed in the parents' questionnaire and at the parents' meeting, were positive. Parents particularly appreciated that their children liked school, that they were making good progress and there was an expectation of hard work. Parents regarded staff as very approachable. Areas of concern centred on communications between school and home, homework and the range of activities outside lessons.
36. The school offers a parent evening each term for parents to meet class teachers and discuss the progress of their children; this is more than the recommendation. A yearly meeting is held for parents to discuss the work their children will be doing throughout the year and to answer any queries that they raise and this is good practice. During the inspection, over twenty parents of children new to the school attended a 'Jolly Phonics' session to learn how to support their children's learning of the sounds of words. Overall, the quality of information provided for parents is satisfactory. The annual report to parents on pupils' progress is good; it is

comprehensive and contains details of progress in all curriculum subjects but lacks clear comment on personal and social development. The school prospectus is clear and precise. Other communications to parents are satisfactory but some have evolved into wordy documents that lack clarity and impact, for example the homework policy. A home/school agreement is in place but there is no Internet agreement.

37. The contribution of parents to their children's learning at school and at home and their impact on the life of the school is satisfactory. Parents make good use of the reading record book to confirm work undertaken at home. The level of homework is satisfactory and well managed. There is an expectation that more assistance from parents will be required with homework in the Foundation Stage and Years 1 and 2 than in Years 3 to 6. The parent room association organises social events and events that raise valuable funds for the school. Parents, staff, and children have constructed a wildlife garden. Overall, the impact that parents have on the work of the school is good. Parents are welcome to assist in school during the teaching day and the few that do are used effectively by individual class teachers. The school does not have a parent liaison teacher and no formal record of the parents that assist in school. The school relies on informal parental feedback via parent governors and staff rather than direct contact, one exception being a questionnaire on the proposed number of terms in the academic year. Overall, the effectiveness of the school's links with parents is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The headteacher is an effective leader. His 'hands on' management style helps to create a strong team with a clear vision for the school's future development in all aspects from improving the facilities for pupils and staff to ensuring that standards are constantly reviewed and improving. A senior management team that is effective in managing different parts of the school ably supports the headteacher. Responsibilities are delegated effectively to key staff, especially the subject leaders for the core subjects of the National Curriculum. They all have a strong impact on improving their subjects, which are clearly prioritised in the subject action plans.
39. A good strength of the school is the way in which the diverse needs of all pupils are catered for. Effective measures have been taken to improve the access for disabled pupils. Lunchtime supervisors provide a very high level of support to pupils through a range of challenging activities. In addition, the high number of classroom support assistants ensures that pupils requiring additional adult help with their work are provided with it throughout their time in school.
40. There have been several changes to the governing body in recent months; the chair has been in place for one year. Nevertheless, the governors have a good understanding of the strengths and weaknesses of the school and take their responsibilities very professionally. In recent months, they have ensured that parents' opinions have been sought with regard to possible changes to the school year. Good use is made of the professional expertise of governors to support the school, for example through the health and safety audit that is currently being carried out.
41. The governors have less involvement in school development planning as the current plan was compiled a year ago before the current chair of governors was appointed. School development planning has been reviewed recently to give all staff a stake in the future development of the school. Last year, action plans for all subjects were devised and the senior management team identified priority subjects. The key priorities for the current year are extensive. The plan is not based strongly enough on an analysis of the current performance, as measured by national test results. For example, an ongoing priority to improve standards in writing has to take its place alongside equally weighted priorities in mathematics, art and design, speaking and listening and other subjects.
42. The recently introduced systems for appraising the headteacher and staff through performance management are well established and key staff are effective in their roles as team leaders. Out of necessity, the high priority given to implementing the National Literacy and Numeracy Strategies has meant that some co-ordinators of other subjects have not been able to fully check the progress of their subjects. This has now been addressed and plans are in place to provide training for staff in carrying out lesson observations as well as the checking of planning and pupils' work that already occurs.
43. Steps to improve the quality of teaching and learning by subject co-ordinators are developing satisfactorily now that a training programme for this aspect of their work has started.
44. The strategic use of resources, including specific grant and other funding is very good. School development planning is clear for the current academic year and relevant to the development needs of the school. The

actions necessary to achieve individual targets are mapped out but the sequence of introduction of the projects, time scales and the allocation of resources to each target is less clear. The planning documents provide a strong educational direction to the work of the school. The various grants the school receives are used for their intended purpose and are giving value for money. A financial audit by the local authority found that the school effectively and correctly manages the budget.

45. The number and background of teachers in the school is very good and meets the demands of the curriculum. This reflects an effective recruitment and retention policy. The quantity, quality, and range of non-teaching staff are very good and are deployed effectively across the school. The number and cost of mid- day supervisors is above average and due in the main to the split site nature of the premises. Pupils with special educational needs are well catered for and provision for pupils with specific physical needs are well in hand.
46. The accommodation is very good. Teaching space for all classes is sufficient and good use is made of it. The school has the benefit of two halls, a dining room, a large and smaller computer suite plus large playgrounds and grassed areas for play and sporting activities. The overall adequacy of learning resources for the demands of the curriculum is good, but in the Foundation Stage the provision of resources for the outdoor play area needs to be improved. This has been recognised by the school as an area for development. The school minimises the impact of the split site by having a covered walkway between the buildings and the adjacent perimeter fence is secure.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To continue to secure improvements to the school, the headteacher and staff with the support of the governors should:

□ raise standards in writing by the age of 11 by:

- increasing expectations of writing in English and all other subjects, especially in Years 5 and 6;
- identifying how subjects other than English can be used to extend the range of writing completed by pupils;
- providing further training for staff;

(Discussed in paragraphs 5,66,67,69,72,80)

□ improve standards in information and communication technology and make more use of the subject to support learning by:

- improving the leadership and management of the subject;
- identifying opportunities to use the subject to support learning across the curriculum, but especially in English, mathematics and science;
- implement a scheme of work which identifies what pupils are expected to learn year by year;
- meet statutory requirements.

(Discussed in paragraphs 5,16,20,75,104,105,107)

* The areas for improvement are priorities in the school improvement plan

Additional features the school may wish to consider:

- provide more continuous teaching of religious education (paragraph 20);
- provide opportunities that are more frequent for pupils to understand the cultural diversity of society (paragraph 30).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	24	26	11	1	0	0
Percentage	0	39	42	18	1	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 one percentage point

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	324
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	YR- Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	94.1
National comparative data	93.9

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	36	15	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	30	32
	Girls	14	15	13
	Total	39	45	45
Percentage of pupils at NC level 2 or above	School	76 (90)	88 (92)	88 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	31	33
	Girls	15	14	15
	Total	42	45	48
Percentage of pupils at NC level 2 or above	School	82 (92)	88 (92)	94 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	23	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	24
	Girls	19	21	22
	Total	37	42	46
Percentage of pupils at NC level 4 or above	School	76 (67)	86 (63)	94 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	20
	Girls	19	17	19
	Total	36	38	39
Percentage of pupils at NC level 4 or above	School	73 (57)	78 (55)	80 (65)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.3
Number of pupils per qualified teacher	21.17
Average class size	29.45

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	197

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/02
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	£
Total income	683471
Total expenditure	679538
Expenditure per pupil	2150
Balance brought forward from previous year	26507
Balance carried forward to next year	30440

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	1.6

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

324

Number of questionnaires returned

77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	1	1	0
My child is making good progress in school.	62	27	5	0	6
Behaviour in the school is good.	36	55	4	0	5
My child gets the right amount of work to do at home.	38	31	21	3	7
The teaching is good.	64	31	0	0	5
I am kept well informed about how my child is getting on.	38	38	14	5	5
I would feel comfortable about approaching the school with questions or a problem.	58	34	4	0	4
The school expects my child to work hard and achieve his or her best.	69	27	1	0	3
The school works closely with parents.	36	42	10	1	10
The school is well led and managed.	52	39	3	0	6
The school is helping my child become mature and responsible.	62	27	2	0	9
The school provides an interesting range of activities outside lessons.	35	22	25	9	9

Other issues raised by parents

Mixed views were expressed on the mixed-age classes and the practice of keeping less able Year 2 pupils in Year 1.

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

47. The provision for children in the Foundation Stage is a prominent strength of the school. The children are taught in a dedicated reception class. Children are admitted in the September of the year in which they have their fifth birthday. Initially, only those children whose birthdays fall between September and Christmas attend full-time, with the younger ones attending part-time for the first two weeks after which they, too, become full-time. There are presently 38 children in the reception class supported by two teachers, a nursery nurse, and a classroom assistant. The majority of children have had pre-school experience in a nursery setting, others have attended a playgroup. Rarely do children begin in reception without any pre-school experience. Before the children enter the reception they visit the classroom and participate in some of the activities. Their photographs are taken and form the basis of a display that helps them feel part of the class, when they first start. Provision in the Foundation Stage has improved since the last inspection.
48. A well-equipped reception classroom provides a bright, cheerful and welcoming environment for the children. Outdoor facilities consist of a small secure area, mainly grass and a larger area shared with Years 1 and 2. Both these are used creatively and effectively to improve the children's physical and creative skills. There is a range of small apparatus such as hoops, hurdles and a netball net but very little in the way of wheeled toys. To compensate, children bring their own wheeled-toys to school each Friday on a weekly rota. The curriculum is based on the nationally agreed areas of learning and is very effective in providing a wide range of challenging and focused experiences to promote children's learning. Activities are chosen to give children opportunities for language development and to extend the use of appropriate vocabulary.
49. The attainment of most children on entry to the reception class is broadly average with a few children below that expected in early literacy. This is very similar to previous cohorts. Teaching in the reception class is very good and most children are on course to achieve the early learning goals in all areas.
50. The quality of teaching in the Foundation Stage is very good overall. The adults who work with the children have a secure understanding of the early learning goals. Lesson plans and schemes are clear with appropriate learning objectives based on the early learning goals. Day-to-day assessment informs planning so staff can ensure the work matches the needs of all children. However recording of assessments based on the stepping stones, the levels of attainment leading up to the early learning goals, is an area for further development. All teachers have good knowledge of the needs of children in the early years and the curriculum meets those needs. The teachers plan together and then discuss the plans with the other adults, this ensures continuity. Themes are carefully planned and linked where possible to visits or visitors. All lessons are well planned with appropriate early learning objectives.
51. There is a very good range of activities to reinforce children's learning and develop their language. Questions are used effectively to encourage children to respond, and adults use every opportunity to intervene and extend children's vocabulary. The nursery nurse and classroom assistant work closely with the teachers and provide very good support. Expectations of the children's behaviour are high and they are beginning to respond well to these expectations. All adults are developing very good relationships with the children. Praise and encouragement are effective in motivating the children to achieve and to promote positive behaviour.
52. Some attractive displays help to provide a bright and interesting environment in which learning is encouraged. The adults recognise the importance of play and first hand experience and it has a positive effect on the progress the children make towards the early learning goals and provides a firm foundation for learning in Year 1. Experiences are challenging and concentrate closely on what the children need to learn in relation to the national guidance. Parents are encouraged to be involved in their children's learning through reading and sharing books and helping them learn letter sounds. Liaison with parents is very good and staff provide regular after-school meetings to show how best they can help their children at home. This has proved very successful with around 90% of parents attending. Parents are always keen to accompany the class on any visits.

Personal, social and emotional development

53. Most of the children are on course to achieve the early learning goals by the end of their reception year. Teaching is very good. Children enjoy coming to school and are beginning to settle into the routines of school life and to respond to the rules. They are eager to learn new skills and, when activities are exciting and stimulating, put effort and concentration into their tasks. Emphasis is put on helping children understand the consequences of their actions. They are encouraged to take turns and wait patiently to speak in small group sessions. The former they are beginning to do: children were observed taking turns to play dominoes and to draw on the computer. The latter they are finding more difficult as many are still calling out. Children are also learning to share and work together in a variety of situations such as in role-play in the camping and picnic area or using the small toys in the 'zoo'. There are planned opportunities for children to develop a sensitivity and awareness of other people and their way of life and customs through religious education and the celebration of festivals such as Diwali.

Communication, language and literacy

54. Progress for many children in this area is very good and most are on course to achieve the early learning goals. Teaching is very good. However, a few children may not achieve the early learning goal for writing as they are presently finding pencil control and letter formation very difficult. Children are encouraged to be good listeners, some are still forgetting the need to listen to others, and to enjoy stories, songs and rhymes. Activities are planned to encourage children to develop writing skills including letter patterns, copying their name and making books and cards. Work from last year's reception class shows that by the end of the reception year, most of children are beginning to write more legibly. The higher attaining children can write initial letters for the words in their sentences or even short sentences, whilst the lower attainers are still struggling to copy under the teacher's writing and letters are poorly formed.
55. As the school year has only just started, it is not possible to judge likely attainment for reading. Children enjoy books, handle them with care, can turn pages over correctly, and talk briefly about the pictures. One child commented that a picture in their book looked like 'Cleethorpes'. A few children already know some letter sounds. However, these are now being taught to all children using a very effective published scheme: for example a lower attaining child in Year 1 was able to recognise the letters in names and all letter sounds. This is good attainment. Most children can recognise their names and put them on the appropriate board either at registration time or for their chosen activity.

Mathematical development

56. Teaching in this area is very good. Most children are on course to achieve the expected early learning goals. They are able to count orally to 10 but are not always accurate when asked to put out a specific number of objects. They are beginning to recognise simple patterns using two or three colours and sequences using different shaped objects. Evidence from last year's reception class shows that by the end of the year many children write numbers correctly; perform simple addition and subtraction involving one more or less than; have looked briefly at telling the time and recognise different coins. The higher attaining children were confident with number bonds to 10. Number rhymes and action songs are used to help children develop their counting skills.

Knowledge and understanding of the world

57. Teaching in this area is very good and most children are on course to achieve the early learning goals. They use the school grounds to explore plant life and experience what happens when different coloured ice cubes are put into the water tray; they know that ice melts when held in the hand; one child said, "The warmth of your body melts it." They also know that water can be made into ice cubes by putting it in the freezer. Adult intervention encouraged the children to think of a variety of words to describe the ice cubes: cold, wriggly, smooth, rough, triangle shaped and others. They use both wet and dry sand to appreciate different properties and find they cannot build roads with dry sand. Fresh fruit and vegetables are displayed and children are encouraged to touch and smell them. This they do with great interest. Photographs show children from last year's reception celebrating Diwali by making divas and special sweets as they learn to understand and appreciate the culture of others. Photographs of other visits and visitors provided the children with first hand experiences and enhanced their learning and curriculum. Some children are already very adept at using computers, accessing programs and printing off their work. These children also have good mouse control and can draw recognisable pictures. For example, one child drew a fish, coloured it in and, using the cursor,

removed "paint" to create scales. Others still have great difficulty controlling the cursor and struggle to draw. There is a good range of software to support their learning.

Physical development

58. The teaching in this area is very good. A physical development lesson that was observed was well planned with an initial warm up and discussion about why this was necessary before vigorous exercise. Children are on course to achieve the early learning goals. They are developing good spatial awareness and body control as they move round the hall, stopping still when told. They all participated in a 'Hokey Cokey' dance with great enthusiasm. Many opportunities are provided to help children to develop their manipulative skills through cutting activities; handwriting patterns; building with small construction equipment such as sewing; threading laces through cards; and colouring tasks.

Creative development

59. The quality of teaching in this area is good and most of the children are on course to achieve the expected early learning goals by the end of the reception year. They enjoy a range of experiences in music, art, story, and imaginative play. The role-play area often reflects current topics; vets, a space centre, supermarket, café and many others. Children were observed exploring a variety of materials and using glue and scissors to make a collage of "green". The children have also used natural materials found in the school environment to produce a "rainbow" picture. Plants and petals of different colours were used to make the rows. Photographic evidence from last year shows children exploring clay, using felt tip pens, sewing flowers and painting. Musical instruments are readily available in the music corner and children are shown how to play them correctly and told their names. They can already recall the names of some of the instruments such as maracas, tambourine, drum, and triangle. They enjoy accompanying nursery rhymes although at present few children can keep the beat. However, a very small number can accurately tap out the rhythm of the rhyme. Children know a range of rhymes and participate with enthusiasm.

ENGLISH

60. Standards are above average in Year 2 and most teaching is good. The leadership and management of the subject are effective. The results of the 2002 national tests in Year 2 showed good improvements in reading and writing compared to the previous year. The school's targets were exceeded in both aspects. Over the last three years, standards in both reading and writing have been very variable in comparison with all schools nationally, sometimes exceeding and sometimes falling below national averages.
61. In Year 6, the results of the 2002 national tests showed an increase in the proportion of pupils attaining the nationally expected level. The school met its target for the subject and standards overall were slightly above national averages. However, attainment in writing was well below average with less than half of Year 6 achieving the nationally expected level. Reading standards have improved but standards in writing have remained the same. The numbers of pupils attaining the higher levels in 2002 improved compared to the results in the 2001 national tests.
62. In Years 3 to 6, most teachers use the literacy hour to develop and extend the listening and speaking skills of pupils. In the best teaching, they adopt a lively approach, including good control of their own use of language and their voices to promote effective dialogues between themselves and their pupils. The teachers' good skills of listening and thoughtful, animated language encourages children to offer more extended answers to questions, and to participate by offering their individual insights. Effective teachers use the language of the subject to discuss and confirm the meaning of such technical terminology as 'fiction', 'non-fiction', 'homophone', and 'moral'. Older pupils respond well to 'hot-seat' work, where one child has to answer in the role of a character in a book to the questions from the class and teacher. Where learning is less effective, lessons lack pace, and teachers ask questions that require only brief answers or factual recall. In these situations, pupils offer only very short answers, which are not probed or extended in order to develop their thinking, and opportunities to establish effective links with prior learning are not taken.
63. The literacy hours in Years 1 and 2 provide satisfactory opportunities for speaking and listening. Pupils are encouraged to have a 'response' partner with whom to discuss their work. However, when encouraged to speak in front of the class, or to answer questions, pupils are less articulate. Replies to questions are frequently monosyllabic. At times, teaching does not encourage the pupils to take part in question and answer sessions. Standards in speaking and listening are below average in Year 2.

64. Standards of reading are satisfactory in Years 3, 4 and 5, and good in Year 6. In all year groups, higher-attaining children show that they are accurate and confident readers, who read with fluency, good expression and good pace, displaying good phonic knowledge. They are good at correcting themselves if mistakes are made. The older higher-attaining pupils are, in addition, able to demonstrate that they understand the implications of their reading. Younger readers reaching average standards show variable levels of confidence. Lower-attaining younger readers display varying standards; some have good phonic knowledge while others are hesitant and still need clues such as pictures to deduce meaning. Among the older pupils, those of average ability are reaching good standards; they are fluent and accurate in their reading, do not hesitate, and employ good expression, correcting themselves as necessary. The lower-attaining pupils in Year 6 are confident readers who show a pleasing understanding in their reading, for example in discussing the motivation of characters. When opportunities are provided for older children to read in front of the class, they demonstrate fluency and are able to bring out the meaning of the text. Most children across the ability range have positive attitudes to reading. Older children demonstrate appropriate reference skills, but opportunities to use the Internet to gather information are limited.
65. Standards of reading are satisfactory in Year 1 and good in Year 2. Higher-attaining pupils in both Year 1 and Year 2 read fluently, accurately, and with confidence, and can correct themselves without aid if they make mistakes in reading aloud. They also know how to make use of the index of a book and the contents page. They enjoy the experience of reading, and read frequently. Both average and lower-attaining pupils in Year 2 display good phonic knowledge when they read aloud, and can correct themselves when necessary.
66. Standards in writing in Year 6 are unsatisfactory. Pupils, generally have well-formed, cursive handwriting, present their work neatly, and spell with reasonable accuracy. In lessons, teachers are providing opportunities for pupils to learn the skills of extended writing. One well-planned lesson for older pupils, for example, involved an initial resume by the teacher of a character in the class reader, with an outline written on paper. The subsequent written task enabled all pupils to write, at least, a whole paragraph, and some fluent writers as much as a whole page in a comparatively short period of time. However, the scrutiny of past pupils' work shows that older pupils, placed in different sets according to their prior attainment, did not experience a sufficiently well-planned curriculum in English, particularly with regard to written work. For instance, lower-attaining pupils have more opportunities for creative writing, whereas children of average attainment undertake many more comprehension exercises, and higher-attaining children have few, extended writing tasks.
67. Good standards in writing are being achieved in Years 1 and 2. In learning handwriting, most of the younger children trace letters correctly, write these same letters for themselves, and go on to write short strings of the same letters. Older and higher-attaining pupils can write several properly constructed sentences, including use of correct punctuation and phonetically accurate spelling. Other older pupils, who need additional support from their teacher or their classroom assistant in writing, are achieving satisfactory standards for their ability levels. In last year's Year 2, one very able pupil produced an extended piece of writing telling the story of Sleeping Beauty. Not only was the handwriting controlled and the standard of spelling good but the pupil employed language appropriate to the fairy-tale genre. There are no planned opportunities to include literacy in other subjects.
68. The pupils are keen to learn, especially in Years 3 to 6. They are often eager to respond in oral work, and often engrossed in their tasks. They generally work co-operatively when undertaking group work. However, in contrast to this good general picture, there are occasional instances in Year 1 when pupils are not well focused or attentive due to limitations of space for the whole class to sit together and the early stage in the term.
69. The quality of teaching and learning in Years 3 to 6 is good. The planning of most teachers includes effective differentiation of work for the range of attainment within the class. However, teachers in the same year group plan their week's work independently, with insufficient reference to the work of their colleagues. As a result, there is inconsistency in the coverage of different genres of writing. Where speaking and listening skills are well taught, the question and answer techniques used ensure that all children are involved, and there is strong encouragement for pupils to give extended answers. The skills of clarifying the purpose of set tasks, and recapitulating the principal elements of new learning are also important strengths in the teaching. Most teachers organise the literacy hour well, including the group work sessions, to ensure progress across the attainment range. Less effective teaching is conducted at a slow pace, and uses teaching styles that afford fewer opportunities for pupils to participate in the lesson, and for the extension of their thinking and understanding.

70. The quality of teaching and learning is good in Years 1 and 2. The literacy hour is generally conducted at a lively pace. The best teaching is characterised by effective planning, the creation of good levels of attention, high expectations and flexible use of the teacher's voice. Such teaching also involves good monitoring of the class; one good example of effective monitoring occurred in a handwriting lesson when the teacher noticed that one pupil was not forming the letter 'l' correctly; she used a sand tray to provide more tactile experience of letter formation. In addition, there are instances of good teaching, when pupils are introduced to appropriate terminology for the subject, for example 'rhyme', 'phoneme', and 'onset', and have these concepts reinforced to help them learn. Good teaching also involves the effective organisation of group work, ensuring that lower-attaining pupils are supported in their group learning whilst other children are provided with tasks which are differentiated according to their previous attainment. Classroom assistants support effective classroom work, for instance through their own good teaching skills by recording the progress of pupils with special educational needs towards their set targets. However, a weakness in teaching throughout the age range is the lack of use of information and communication technology to support pupils' learning.
71. Pupils have a reading record that is renewed each year. Because of the timing of the inspection, records for the current year had only just begun. The records encourage parents to hear their children reading, and most are doing so, often on a very regular basis. However, the records show that only some of the lower-attaining pupils are reading to their teachers in school time.
72. There are two literacy co-ordinators. They have made considerable effort to produce a new literacy policy and detailed action plans. The action plan for 2000-2001, which focused on pupils' writing, had some effect in raising attainment in Year 2 in national tests. However, attainment in writing in Years 3 to 6 remains well below national expectations. The current planning is insufficiently focused on the need to raise standards further in this aspect of the subject. A school literacy portfolio provides a good start to helping teachers understand what is expected of their pupils. There is a considerable range of monitoring and evaluation activities, from analysis of the results of national tests to day-to-day evaluation of weekly planning and twice-yearly scrutiny of pupils' work. However, these activities do not yet include the direct observation of teaching as part of the monitoring process. The resources available for the teaching of English are adequate.

MATHEMATICS

73. Standards are improving throughout the school due, in part, to the effective leadership and management of the subject; the rigour with which staff implement the National Numeracy Strategy; and the detailed analysis of the national and optional test results at the end of the school year. The information gathered is used to group pupils by prior attainment throughout Years 3 to 6. The subject is well resourced and teachers have good subject knowledge, thoroughly plan their work, and carry out useful day- to-day assessments to inform the next steps in their pupils' learning. The quality of teaching and learning is consistently good throughout the school with some very good teaching in several classes. Standards, subject management, and the curriculum have improved considerably since the previous inspection.
74. Standards and achievement are good throughout the school. A higher than average proportion of pupils achieve high standards in Years 2 and 6. By the end of Year 2, pupils begin to carry out mental calculations using two digit numbers. Younger pupils confidently count to 20 and apply this knowledge when playing a complicated snake game with good levels of understanding. An analysis of work completed last year shows that a high priority was given to recording addition and subtraction calculations and handling data. For example, the pupils graphed the contents of their lunch bags and showed they understood how to interpret a monthly planner. Many high attaining Year 6 pupils completed work at the higher Level 5. Neatly presented work showed a good understanding of rotational and reflective symmetry, fractions of numbers and the use of brackets when calculating using the four operations: addition; subtraction; multiplication and division. Other pupils showed a good understanding of probability and long multiplication.
75. Weekly plans are closely aligned to the National Numeracy Framework for teaching and work planned is well matched to the wide range of learning needs. Pupils' work is marked conscientiously and provides praise or encouragement as appropriate. Support staff are well deployed resulting in well organised and managed lessons. Teachers have high expectations of their pupils and provide them with challenging work. For example, in Year 2, a small group of pupils co-operated well as they independently matched printed words to the correct figure. Pupils with special educational needs are well supported. A high priority is given to encouraging enjoyment of learning and perseverance to achieve the correct answer. For example, lower achieving Year 3 pupils were asked probing questions and encouraged to reflect on the correct terminology to use before giving an answer. Very good attention is given to ensuring the pupils apply basic skills and explain

the strategies used to complete mental calculations. In one lesson in Year 3, teaching was less effective, too little use was made of the guidance provided by the National Numeracy Strategy to encourage pupils to explain their answers and too little use is made of knowledge of the pupils' prior learning. Pupils are given a reasonable amount of homework that is in line with the national recommendations. The use of information and communication technology to support learning is unsatisfactory.

76. The co-ordinator of the subject is effective. In a short time, he has familiarised himself with the strengths and areas for improvement in the subject, all of which are prioritised in the subject action plan. He has had limited opportunities to check pupils' work, planning or the quality of teaching. The subject is a high priority in the school improvement plan which means that the co-ordinator will be allowed time to check the quality of teaching and learning in lessons when he has been inducted into how this should be done. The action plan has a clear focus on raising standards and improving the quality of teaching, although there are no measurable targets for raising standards.

SCIENCE

77. Standards of the current eleven-year-old pupils are above average. Nine out of every ten eleven-year-old pupils are on course to attain the expected level by the end of the school year and this proportion is above that in most schools. The current standard of work of seven-year-old pupils is similar to that found nationally. Nine out of ten pupils are on course to attain the expected national level by the end of the school year and a third of all pupils are likely to get to the next level. Standards are rising throughout the school and are higher than at the last inspection by the time pupils leave the school. This is the result of good teaching. In Years 1 and 2, standards are similar to those found at the time of the last inspection. Throughout the school, teaching is well supported by a detailed scheme of work and the subject co-ordinator. The support received by pupils with special educational need enables most of them to make satisfactory progress and in some classes, they make good progress. The teaching effectively develops the learning of boys and girls equally.
78. For pupils aged eleven years, the most recent validated tests show that present standard of work in Year 6 is broadly in line with the results of the 2001 national tests for pupils attaining the expected national level. These tests showed that nine out of ten pupils attained the national level or above. Three out of ten pupils attained the next level in the most recent tests and this is slightly below the results for 2001. There have been some variations from year to year, due to variations in the cohort, but standards overall have improved since 1997.
79. For pupils aged seven years, the most recent validated teacher assessments show that the present standard of work is much the same as it was in 2001, although a higher proportion of pupils achieved the higher levels this year compared to last year.
80. Seven-year-olds with average attainment in Year 2 have acquired a basic knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties and physical processes. They carry out a simple enquiry into plant growth, describe their procedures, and observe the changes that occur as the plants grow, record their results as diagrams, and describe their results. They identify sources of light and record these as diagrams. They also distinguish between loud and soft sounds, the sounds of different instruments and make judgements about the relative volume of different sounds. They explore the properties of common materials and match them to different uses. They use simple keys to identify small creatures and plants and can extract information from a book to gather information on bats. While pupils are learning about scientific enquiry there is little evidence in written work of measurements being taken, recorded as tables and graphs and analysed. There is also an over-use of worksheets and pupils are getting little experience of writing their own sentences. As a result the subject is not helping to improve their writing skills. Pupils in Years 1 and 2 make satisfactory progress in relation to their attainment on entry to the school.
81. Eleven-year-olds with average attainment have a broad knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties, and physical processes. This knowledge has been accumulated over three junior years. They carry out investigations into forces and friction using prediction and fair testing procedures. They measure the weights moved by applying different forces, present the results in a table, and draw conclusions from their findings. In earlier work, they made simple electrical circuits using bulbs, batteries, and switches. They represent these circuits as diagrams and describe the flow of electricity around them. They are able to test the preference small creatures have for particular habitats, making predictions and deciding how to conduct a fair test. They are able to explain how different conditions affect the rates at which their tested materials dissolve from results presented as graphs, using correct scientific terms

such as 'solute' and 'sediment'. Pupils are making good progress in Key Stage 2 and this is why standards are rising.

82. In order to raise standards, the co-ordinator has improved the quality of teaching in Years 3 to 6 since the last inspection with ongoing reviews of the quality of the curriculum and checking the quality of teaching. Teaching is at least satisfactory with a quarter that is good and a quarter that is very good. Teaching is most effective in Years 3 to 6.
83. Teaching is effective when the teacher uses good subject knowledge and teaching strategies to create very purposeful and stimulating learning experiences for the pupils. This was seen in an enquiry into the preferred habitats of woodlice. The objectives were set out clearly, previous learning was rehearsed, and the pace and expectations of the teacher posed a good level of challenge to the pupils. Pupils with different ability levels were given appropriate support. This resulted in the pupils being highly motivated, and working with a clear sense of purpose. By the end of the lesson all of the pupils had met the objectives and could state clearly whether their initial predictions had been correct. Teaching is also effective when the teacher monitors the work of the pupils carefully, taking note of recurring problems, and then gives appropriate support. This was evident in a lesson on light reflection where a number of pupils were experiencing problems measuring angles. The teacher identified the areas of difficulty and gave support without altering the investigative nature of the lesson. Teaching is less effective when the learning experiences are not carefully structured to match the demands of the lesson objectives.
84. Management of the subject is good. A good policy is in place and the medium-term plans provide clear direction to the work of each year group. Monitoring of standards takes place through discussions with colleagues and review of pupils' work by the co-ordinator. Weekly plans are taken directly from the medium term plan and study units are reviewed. Observation of teaching is undertaken using guidelines from an in-service course. Resources are generally good, however resources for information and communication technology and the use of information and communication technology are not well developed. The subject has a high priority in the school. Assessments take place at the end of each unit of work and detailed records are kept of pupils' attainment.

ART AND DESIGN

85. The limited evidence available indicates that standards and achievement are good by Year 2 and satisfactory by Year 6. Nearly all pupils are attaining a level that is typical for their age, with a higher than average proportion exceeding the expected level in Year 2. The subject is high priority for the current year. Already the co-ordinator has purchased a more comprehensive scheme of work to supplement the nationally agreed guidelines currently in use. The new scheme is having a good impact in Key Stage 1 where standards and the quality of teaching are good. Standards have been maintained since the last inspection, in spite of a reduction in the time available to teach the subject.
86. In a Year 2 lesson, pupils were taught to shade using pencils of differing thickness. They compared methods and approaches to drawing the pineapples they were sketching and basked in their achievements during the evaluation session as they compared and contrasted each other's work. They use pastels to good effect and draw realistic pencil portraits. One child responded, 'it looks really real' when describing an early sketch. The pupils learned effectively because of the high expectations of the teacher and the encouragement given to improve their work. A digital camera was used to provide comparative photographs to help Year 1 pupils begin to understand ideas about perspective. Pupils with special educational needs achieved particularly well in all lessons. They enjoyed the lesson because they could see themselves achieving well. Pupils with English as an additional language showed good levels of dexterity and skill as they persevered with the tasks set.
87. By Year 6, pupils can compare the ideas and techniques of famous artists such as Tiffany and apply his ideas to their own sketches. They take care and show reasonable levels of skill as they mix paints to create the watercolours redolent of the period. They have experimented with line, tone and shape to recreate figures in the style of L S Lowry. There are missed opportunities to extend the subject using information and communication technology throughout the school. The quality of teaching is good. Assessment arrangements are satisfactory and follow the whole school arrangements of identifying pupils' levels of success at three levels. The high quality work observed during the inspection is not reflected in the displays around school. There are very few in Years 3 to 6. Spiritual development is effectively fostered in the way pupils interpret and represent characters, places, and scenes using different media. Social development is well fostered,

especially in Years 1 and 2, as pupils discuss each other's ideas and listen to the opinions of others as they evaluate their work.

88. The recently appointed co-ordinator is aware that the time allocated to the subject has been reduced which is why it is a priority in the current year. Steps have been taken to increase resources and to audit the training needs of the staff. When all the actions outlined in the action plan have been implemented, the subject should be more in evidence around the school, especially throughout Years 3 to 6.

DESIGN AND TECHNOLOGY

89. The standard of the current work of eleven-year-old pupils is above national expectations. These standards are higher than those found at the time of the last inspection. The standard of work of seven-year-old pupils is broadly average. These standards are the same as those found at the time of the last inspection. The good standards in Year 6 are the result of good teaching combined with the support given to staff by the co-ordinator. The teaching effectively develops the learning of boys and girls. Pupils with special educational needs make satisfactory progress overall and good progress in some classes.
90. Pupils make satisfactory progress in Year 2 and good progress in Year 6. In Year 2, pupils use a variety of basic tools safely such as scissors and staplers and they can cut accurately. They also learn to use a range of materials such as card, fabrics, string, and glue. They make simple models and products such as wheeled vehicles and puppets. The pupils learn to use techniques such as marking out and measuring. The pupils also investigate products before they proceed to the design and make stages, for example they study pictures of vehicles, identifying key parts and what they need to construct the vehicles. Once they have made their products the pupils evaluate their effectiveness and make improvements where they consider they are needed.
91. In Year 6, pupils have a good knowledge of the design, make and test process of the subject applied to a range of familiar products. They know that before undertaking design it is important to generate ideas by examining real examples, models and pictures. This is seen in the reviews the pupils make of how different instruments create sounds and their detailed labelled drawings of a guitar before they proceeded to design and make maracas. This same process was followed when they drew the mechanism for making a pop up clown using axles and cams, and wood. This product was tested and rebuilt where necessary to improve its performance. In their work, the pupils make links with other subjects such as science through their study of healthy foods. They also learn to take account of the working characteristics of the materials they are using, consider design aesthetics and practise safe working. All these features are involved in their preparation of sandwich snacks. Here they develop their knowledge of hygiene, healthy food and the safe use of equipment. They take account of the working characteristics of the combinations of the ingredients and consider the aesthetic qualities of their products. There is, however, little evidence of the use of information and communication technology to control mechanisms.
92. The quality of teaching and learning is good overall from the evidence of the few lessons seen. Very effective teaching was observed in a Year 5/6 lesson where the teacher not only explained the techniques clearly and emphasised safety requirements but also used the characteristics of the products, in this case soft toys, to generate an emotional involvement from the pupils with their task. This led to the pupils being eager to undertake their work safely, using their scissors carefully and cutting accurately following curved lines of stitching. The teaching was also made effective by the teacher's high expectations with constant urging and guidance for individuals towards high standards. This resulted in very focused working from all the pupils, including those with special educational needs, and an obvious pride in the quality of their work.
93. Co-ordination of the subject is satisfactory. A policy is in place. Medium term plans are based upon national guidelines. The co-ordinator has visited other schools to gain ideas for improving the teaching of the subject, and maintains an overview of teachers' planning particularly for control mechanisms. A system for assessing the progress of pupils is in its early stages of development.

GEOGRAPHY

94. Standards are broadly in line with national expectations at the ages of seven years and eleven. These standards are similar to those found at the last inspection. The use of national guidelines and study units developed by the co-ordinator are usefully supporting the teaching of the subject. This results in a consistent

approach and similar quality in different classes. Good opportunities are being provided for first hand fieldwork in some studies but the structure of geographical enquiry is not well developed. The teaching effectively develops the learning of boys and girls equally. Pupils with special educational needs make satisfactory progress.

95. The quality of learning is good overall. Seven-year-old pupils undertake first hand studies in the local area and identify physical and human features in the environment. They draw large-scale plans. They also identify potential dangers in their local area and suggest ways it can be made safer. They use atlas maps and the globe to locate places they study beyond their home region both in the British Isles and in other parts of the world and become familiar with the distribution of oceans and continents. In these studies, they learn to identify the similarities and differences compared with their own lives and can, for example, write a story about a child living on a Scottish island. They visit Cleethorpes and can describe key features relating to a seaside resort.
96. By the age of eleven years, pupils have some knowledge and understanding of geographical enquiry, their home area, selected contrasting places in the world, human and natural environment features and of environmental management. Pupils in Year 6 locate information about a variety of things such as the continents, selected countries mountain ranges and rivers on a world map. They explain how some types of mountains and volcanoes have been formed and describe features found in river valleys. They learn to explore the issues surrounding the construction of a new sports stadium and the way the natural environment and lives of people are related on an island in the Caribbean. They learn a variety of skills, such as how to make and use maps and to access information from the Internet using computers. They also learn to use these skills to help them in their studies of places and the natural environment, for example about the development of settlements, including Grimsby, and the rivers.
97. Teaching is good and sometimes very good. In a very good Year 1/2 lesson, the teacher used her subject knowledge to overcome the problems faced in a lesson that was about a place the children could not experience for themselves. She used strategies that focused upon the travels of a toy bear and these, together with her animated conversations with the bear, held the children spellbound. Through a careful sequence of steps through the lesson, each supported by very good resources including little passports, maps and pictures, the motivation of the pupils was maintained and their learning developed in a controlled sequence. In a good lesson in Year 3/4, the impact of good subject knowledge and enthusiasm from the teacher were seen in the eager learning of map skills by the pupils. Here the opportunity to use resources that had direct relevance to the pupils was taken and it was clear that the pupils were picturing the places located on their maps through their responses and discussions with the teacher. Teaching is less effective when objectives are imprecise leading to missed opportunities to establish key learning points with clarity.
98. The subject is well co-ordinated. There are clear medium term plans in place and teaching colleagues are given information about useful resources to support their teaching units. A small amount of time release has been used to good effect to monitor the work of pupils and discuss this with staff. Resources are satisfactory and include aerial photographs, maps and globes, some computer programs and materials to support the teaching of places unfamiliar to the pupils. The co-ordinator is aware of the importance of the subject in teaching about cultural diversity and current affairs. An assessment programme has just been started but cannot be used to track the progress of individual pupils.

HISTORY

99. Standards are in line with those found nationally at the ages of seven years and eleven years. These standards are the same as those found at the last inspection. National guidelines are used to support teaching by providing the basis for a scheme of work that can promote the systematic development of skills and knowledge. However, in some lessons there is insufficient development of investigative skills and too little attempt to motivate pupils through active involvement. The teaching effectively develops the learning of boys and girls equally. Pupils with special educational needs are supported satisfactorily and make satisfactory progress.
100. Pupils make satisfactory progress over the infant and junior stages. By the age of seven, pupils describe features of homes and toys in the past. They represent characteristics of seaside holidays in the past using pictures and writing brief descriptions. They also write their own stories of the Great Fire of London showing an understanding of events in the past and of why people acted in the way they did in response to these events. This work is successful because it challenges the pupils to put themselves into the situation found at that time and to think about how they would have acted. They use evidence such as old pictures of their families to make observations and answer questions about the past.
101. By the age of eleven, the pupils have a sound knowledge of key dates and events in British history such as about Roman times up to and including the Second World War and the immediate post-war period. They develop this through using skills that help them to explore the past and to record and present it in different ways. This was shown when they studied the Victorians and used evidence to compile their own notes about the Industrial Revolution and when they wrote about children at work assuming the perspective of a child chimney sweep and highlighting the conditions and dangers the sweeps faced. They also selected pictures that demonstrated how towns grew and used a timeline to show the chronology of events. The pupils use evidence from visits to museums and from visitors to the school in addition to that acquired in lessons to develop their knowledge and understanding. However, the use of information and communication technology by the pupils is not well developed.
102. The quality of teaching is good. Teaching is effective when the teacher uses strategies that awaken the pupils' involvement and interest in the events of the time being studied. In a very good Year 5/6 lesson, the teacher used artefacts relating to the evacuation of children in the Second World War to stimulate discussion and carefully develop the pupils' understanding of why children were evacuated from the big cities. The artefacts were used to raise the curiosity of the pupils. This curiosity was then used to encourage questions. From the questions genuine discussions developed into which the teacher skilfully fed the information and ideas of the lesson. The pupils were captivated and through their questions and responses they were, together with the teacher, creating images in their minds that brought the events to life. Teaching is less effective when the teacher talks for too long in a lesson without taking careful note of the reactions and needs of the pupils and leaves too little time for the pupils to follow up with their own work or contributions.
103. Management of the subject is satisfactory. A policy and medium term plans based mainly upon national guidelines are in place. The co-ordinator teaches in the lower school buildings, which hinders her working knowledge of teaching in the junior age range. Currently there is no time allowance for the post but it is proposed that there will be some made available next year. The planning of colleagues is not checked but the co-ordinator has just implemented a system of feedback to her from teacher colleagues at the end of each unit. Resources are satisfactory and are reviewed annually.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards throughout the school are unsatisfactory, reflecting inconsistencies in the teaching and gaps in the provision. Achievement varies from class to class. Some of the work from Year 5 last year shows that the pupils attained good standards, for example, in the work on database construction and on graphical modelling. In a Year 5/6 lesson, pupils attained typical standards when they designed web pages. There are missed opportunities for learning appropriate skills, for example, when pupils design on paper rather than on screen. Standards at Year 3 and Year 4 are unsatisfactory because pupils lack the basic knowledge and experience of programs and techniques appropriate to work in Year 2. Teachers are attempting to make good these deficits. The proficiency of this age group is well below national expectations. No lessons were observed in Years 1 and 2. Very little information and communication technology material was available from the previous year. The requirements of the National Curriculum in Years 1 and 2 are not being met and, as a result, pupils in Year 3 lack the basic skills.

105. The quality of teaching overall is satisfactory. There is some unsatisfactory teaching in Years 3 and 4. In effective lessons, teachers undertake detailed prior planning, to ensure that the purpose is clear to pupils. There is a clear focus for learning. Demonstration ensures that children have seen the techniques and skills to be acquired. Work proceeds at a lively pace. Time is well used to ensure that pupils have time opportunity to investigate the techniques and programs that are new to them and to achieve the lesson objectives. During the inspection, there was only a single example of the use of the subject when teaching another area of the curriculum; a history lesson included access to the Internet to provide authentic material about life during World War 2.
106. Where teaching is less effective, teachers have not fully planned the objectives and focus of the work, the organisational implications, or expectations about pupils' standards. They do not always provide satisfactory demonstration of techniques or programs to the whole class before starting individual work, or offer only verbal explanations of procedures that pupils cannot fully carry out without considerable assistance.
107. The management of the subject is unsatisfactory. The statutory National Curriculum is not fully in place. Monitoring of all aspects of the subject is in need of improvement, including the direct monitoring of teaching. The policy has a good number of useful features, issues of web management, risk assessment, and security. But there is insufficient attention to issues of continuity and progression, and no strategy to address the current gaps in curricular experience in the subject. Furthermore, there is no attention to the issue of a formal Internet access policy or agreement between the school, parents, and pupils. The resources are adequate; software is being updated and improved. Information and communication technology should be used more regularly to support learning in other subjects.

MUSIC

108. During the inspection, little music was observed so it was not possible to make a secure judgement about the standards. A music specialist visits the school on a weekly basis and provides teaching for pupils who wish to learn to play woodwind, strings, or brass instruments. By the age of 11, pupils respond to the beat and sustain, in small groups, different rhyme patterns to compose a piece of music. This is average attainment. Pupils develop these rhythms further to accompany a rap about Little Red Riding Hood. Although not completed by the end of the session the children had made a very good start. Groups were confident to perform their work and be appraised by their peers. Evidence from last year's Year 6 showed pupils recording their compositions on graphic scores. The standard of singing, heard during whole school assembly, is in line with expectations. It was pleasant, tuneful and the words were clear. However, it was lacking in enthusiasm particularly from the older pupils. During the one session observed in Year 2, the pupils repeated a sequence of beats including rests, sang the rhythms, and recalled the names of percussion instruments.
109. Pupils are keen to respond to questions and confident to perform their compositions. The older pupils worked very well together sharing ideas as they put a rhythm to the rap. They listened carefully to each other and sensitively appraised the results. In this lesson, pupils were well motivated and keen to achieve. The quality of teaching seen in those two lessons was very good. Pupils were motivated to achieve by the teachers' enthusiasm, the brisk pace and the appropriately challenging tasks set.
110. There is a confident, knowledgeable and committed music co-ordinator who has introduced a published scheme. This has given more guidance to those teachers who are less secure teaching the subject. Training has been undertaken with the support of the music adviser. The employment of a specialist teacher gives a group of Year 2 pupils the opportunity to explore music in greater depth before they take up an instrument. A new after school music club has recently been introduced: the first one occurred during the inspection week and over 50 pupils from across the age range attended. Prior to this pupils could learn the recorder or join the school choir. The choir has been invited to sing in the Precinct for Christmas. There are regular performances throughout the year from various year groups. Pupils have also performed to wider audiences in a local hall. This was as a finale to a project with a local orchestra based on art, dance, and music. Another visitor to the school introduced pupils to non-western music: steel pans, African drums, and salsa. Instrumental lessons for violins, cello, and brass are offered. These first hand experiences enhance the pupils' music curriculum and help to develop pupils' knowledge and understanding of the subject.

PHYSICAL EDUCATION

111. In Year 6, standards are above average. This is an improvement since the last inspection. Pupils take part in gymnastics, dance, indoor and outdoor games, and swimming. In each of these activities, pupils make good gains in their learning because lessons are well structured. For example, two simple movements in gymnastics are first individually practised before being put together in a more complex sequence. In a similar way, pupils developing ball skills on the hard surface outdoors first practise passing the ball to one another. They were then grouped so that they learn how to pass the ball to each as a set of attackers while another pupil attempts to defend by intercepting the ball.
112. Standards are typical by Year 2. Pupils demonstrate good skills of ball control, including throwing and catching, bouncing, rolling and kicking. They also show satisfactory spatial awareness when they are working in the school hall. Good relationships contribute well to pupils' learning. Pupils are keen to succeed and well motivated by the subject. At all times, pupils are well-behaved and show a strong sense of achievement at the end of a lesson.
113. The quality of teaching in all aspects of the subject, including gymnastics, games, and swimming is good. Both lesson planning and medium-term planning are very well sequenced, and designed to provide for development within lessons and over time. At the beginnings of lessons, changing arrangements are efficient, and issues of health and safety are regularly given proper attention, before the lesson starts. Initial warm-up activities are well handled. Teachers have established effective routines and clear expectations about organisation and the quality of pupils' work, and display good subject knowledge. Whether pupils are undertaking gymnastics in one of the school halls, or games outside, lessons include good sequence and development within the activity from simpler to more complex tasks. They show high levels of awareness of individual pupils and of the whole class, and are ready to assert themselves if ever there is minor inattention. Lessons regularly include discussion of improvement in techniques, and the best lessons include demonstration not only by the teachers, but also by pupils themselves, thus allowing for reference to the criteria for improvement. Competent instructors at the nearby pool undertake the teaching of swimming. They are effective teachers, and maintain good records of progress.
114. The leadership and management of the subject are very good. The co-ordinator has a clear sense about good standards in the subject, but is not complacent about the opportunities for further development. The policy is an impressive document and provides extremely well detailed coverage to each aspect of the subject. The current action plan for the subject is of similarly good quality. The resources available for the teaching of all aspects of the subject are adequate.

RELIGIOUS EDUCATION

115. During the inspection it was possible to observe two lessons, both in the juniors, so evidence was obtained from work scrutiny, planning and interviewing the subject co-ordinator. Because the inspection was held so close to the beginning of a school year, the work seen was that of the previous year. This showed an emphasis on Christianity and limited written evidence of pupils studying other faiths. The writing, particularly that of last year's Year 6 pupils showed thoughtfulness and sensitivity, especially when discussing issues arising from the study of Martin Luther King and the problems of race relations. This provided evidence that attainment was broadly in line with those expected for the ages of the pupils. Despite lack of written evidence of the studying of other faiths, one of the lessons observed, in a year 5/6 class, focused on Judaism. Pupils, through a range of activities including role-play followed the life of Moses and discussed the reason for the celebration of the Jewish Passover. In Year 2, there was insufficient evidence of recorded work so it was not possible to make any judgements about the standards.
116. The quality of learning is satisfactory by Year 6, but no judgement could be made about Years 1 and 2. Much of the lesson time is spent in discussing relevant themes and often pupils do not record the outcome so there is insufficient written work produced to support and consolidate the oral work done in lessons. However, from the lessons observed the pupils enjoy both the subject and sharing their personal experiences, for example, talking about Christenings. Year 5/6 pupils enjoy role-play activities and are interested and engrossed by the story of Moses.
117. The quality of teaching is good. The teachers' knowledge and enthusiasm motivates the pupils and holds their interest. In Years 5/6, a 5-week course about special people in the Bible resulted in pupils being keen and enthusiastically involved in a wide range and variety of activities from role-play through to the use of overheads and video, all of which had a positive effect on learning.

118. The co-ordinator is enthusiastic and knowledgeable. The scheme of work has been rewritten to meet the needs of the school and is based closely on the locally agreed syllabus. It also provides additional guidance for the staff. A variety of artefacts for each religion studied are available. A list of appropriate priorities for the subject's development has been drawn up but has yet to be implemented. Visitors from different Christian denominations visit the school and often lead assembly. All pupils visit the local church to enhance their understanding of a Christian place of worship. At present the time dedicated to the teaching of RE is well below that recommended in the locally agreed syllabus and is an area for further development.