

# INSPECTION REPORT

## **THE RICHMOND SCHOOL, SKEGNESS**

Richmond Drive, Skegness

LEA area: Lincolnshire

Unique reference number: 120494

Headteacher: Mrs. E. A. Fisher

Reporting inspector: Mrs M. Hulme  
OFSTED Inspector Number: 3609

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> May 2003

Inspection number: 248135

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:              | Richmond Drive<br>SKEGNESS<br>Lincolnshire |
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| Appropriate authority:       | Governing Body                             |
| Name of chair of governors:  | Mr. P. Coughtrey-Wellsted                  |
| Date of previous inspection: | March 1998                                 |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                |                      | Subject responsibilities   | Aspect responsibilities   |
|--------------|----------------|----------------------|--|---|
| 3609         | Mrs. M. Hulme  | Registered inspector | Areas of learning for the Foundation Stage   | What sort of school is it?<br>The school's results and pupils' achievements.<br>How well are children taught? |
| 9327         | Mr. S. Vincent | Lay inspector        | educational inclusion  | How well does the school work in partnership with parents?<br>How well is the school led and managed?         |
| 4109         | Mr. J. Barley  | Team inspector       | information and communication technology;<br>music                                 | Children's attitudes, values and personal development.  |
| 18344        | Mr. D. Earley  | Team inspector       | English;<br>physical education;<br>English as an additional language.              | How good are the curricular and other opportunities offered to children?                                      |
| 27602        | Mr. R. Perkins | Team inspector       | geography;<br>history  | How well does the school care for its children?   |
| 11848        | Mr. J. Taylor  | Team inspector       | mathematics;<br>religious education  |   |
| 29995        | Mrs M. Walker  | Team inspector       | science;<br>art and design;<br>design and technology;<br>special educational needs |   |

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school with 420 children on roll that is successfully meeting the challenges imposed by its location of being an east coast school in Skegness. It takes from a wide-ranging social area that include some very isolated rural families as well as those from the town. The school is over subscribed. There are 60 children in the reception classes (Foundation Stage) and when they enter school their attainment is broadly similar to that found nationally but a significant number have more literacy and numeracy skills than is usually expected for this age. There are 14 teachers including the headteacher and two who are part-time. Most children are of UK heritage and white. There are five children whose mother tongue is not English and they are well settled in school. There are 13 children (3%) known to be eligible for free school meals, which is below average. There are 52 children identified as having learning difficulties of whom four have specific statements of need, which is below average. The school is involved in a number of initiatives to support children's learning, which includes able, gifted, talented and transient children as well as those with learning difficulties. There is an effective partnership between home and school enhanced by the Family Learning Scheme. Good liaison with other schools, particularly those in the secondary phase extend the range of opportunities this school offers.

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

This is an effective school that does well for its children. The headteacher provides very good leadership that is strong and caring in directing the work of the school. In this staff and governors support her very well. The committed teaching and very good relationships support children's learning very effectively and are driving up standards. There are high standards in English, mathematics, science, art and design, design and technology and physical education by Year 6. However, the school recognises that further work is needed to improve children's performance in National Curriculum tests by Year 2 and has already taken appropriate steps to achieve it. Children enjoy coming to school and are pleased about the range of learning opportunities offered them. They achieve well and make good progress. The strong and purposeful leadership in a school committed to high standards and a high quality of education for its children is providing good value for money.

#### **What the school does well**

- Children achieve well and reach high standards in English, mathematics, science, art and design, design and technology and physical education by the time they leave school;
- Provision for the Foundation Stage is very good and a significant strength of the school;
- The teaching is supporting children's learning very well and driving up standards;
- The very good leadership of the headteacher provides clear direction for the work of the school and in this she is well supported by the staff and governors;
- The very good provision for the children's personal development results in very good attitudes to their work and they behave very well;
- The well established consultation with children through the school council has provided a real opportunity for them to contribute effectively to a harmonious school community;
- The aims of the school permeate all that they do and provides a wonderfully caring and supportive ethos;
- The partnership with parents has resulted in them having very good views of the school and being satisfied with the quality of education provided and the standards children achieve.

#### **What could be improved**

- Standards in some aspects of mathematics and science at Year 2, particularly that for higher achievers;
- The range of science activities to include more investigative and experimental work
- The management role of subject co-ordinators

*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 1998 and there has been a change of headteacher who has provided firm direction for the developments that have taken place. As acting head and in her present post she has established a management team and motivated all staff to work effectively as a team in moving the school forward. Now tasks are delegated and shared and all have a strong commitment to improving standards and the quality of education provided. All issues identified for action in the previous report have been tackled successfully but the outdoor provision for the Foundation Stage is not quite complete. Children are achieving well and by the time they leave school they reach high standards in six subjects of the curriculum and make good progress in their personal development. Provision for the Foundation Stage is now very good and a significant strength of the school. The better and more effective teaching is improving standards. The curriculum,

particularly planning is very good and enhanced by the excellent range of additional learning opportunities. There is now a strong sense of direction and purpose and the school offers good value for money.

## 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 |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | D             | A    | B    | C               |
| mathematics     | C             | C    | B    | C               |
| science         | C             | C    | C    | D               |

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

The current Year 6 children are achieving well in lessons and overall are reaching standards in English, mathematics and science which are above average. As can be seen from the tables the above average attainment for English and mathematics compared unfavourably in the comparison with similar schools (those that have the same percentage of free school meals) but results at the higher level were very good with over 40 per cent reaching that level in both subjects. In science, most children reached the expected standards because they had a good knowledge base but a lack of investigative and experimental work affected their results last year. The targets set for Year 6 children's attainment in 2002 were just exceeded in English but not for mathematics and this is attributed to children doing less well in oral and mental work. Action has been taken to remedy and results are expected to be better this year. Children in the reception classes get off to a good start and most will reach the expected standards in all areas of learning by the end of the year. Some are already there and have started their National Curriculum work early. By Year 2, results in the national tests for 2002 show average attainment in reading, writing and mathematics but they compare unfavourably with similar schools because results were then well below average in reading and writing and below average in mathematics. Some lack of knowledge about how much children need to know to do well in the tests is attributable to these results but the many changes of teacher during the year was also an important factor. These weaknesses have been remedied but not soon enough to make a big improvement on results this year.

Overall, there has been an improvement in standards since children are now doing better in more subjects than at the last inspection. By the time children leave school they are achieving standards in English, mathematics, science, art and design, design and technology and physical education that are higher than is usually expected for Year 6 age. However, geography standards were not as high this time. Only in art and design were there high standards for children at Year 2 and this is an improvement although they didn't do so well in design and technology as previously. There are indications that standards for juniors are improving in other subjects too because some aspects of information and communication technology and religious education are better than is expected for age. Children with learning difficulties achieve well reflecting the good quality support they receive. There are a few gifted and talented children and a few children whose mother tongue is not English but they too are achieving well and making good progress.

## CHILDREN'S ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Children are enthusiastic in lessons and make very good efforts because they want to please the teachers  |
| Behaviour, in and out of classrooms    | Very good. Children benefit from teachers' high expectations and any small instances are handled well so there is no disruption to lessons.  |
| Personal development and relationships | Very good. Children gain considerable confidence and their work is valued. They enjoy responsibility and carry out tasks well.   |
| Attendance                             | Just satisfactory because it is close to the national average but there is too much authorised absence because many parents are forced to take holidays during term time as they work in the tourist industry. |

Children come willingly to school. They work hard and take pride in what they achieve. They take a full part in school life and self-esteem is high. The very good behaviour is a key factor in the sustained work and very good efforts. Parents and children agree that there is minimal bullying and any instances are dealt with quickly and effectively. The very good relationships that exist between staff and children have formed the foundation for learning and efforts are at least good and often very good. The school is disappointed with the attendance rate and is seeking improvement because there is a particular problem with Year 6 attendance in the spring term.

## 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.*

Overall the teaching is good. Over a third of lessons were very good, there were two excellent lessons and no unsatisfactory teaching. This is a big improvement since the last inspection because the school has introduced a good system of keeping track of observing lessons in order to improve them and this is to be extended. The quality of teaching in English and mathematics is good and it is consistently very good at the Foundation Stage and Year 6. There is good teaching of the basic skills of literacy, numeracy and information and communication technology. The very effective planning ensures well directed and confidently taught lessons. Assistants who are well trained and use their knowledge and expertise effectively, particularly when working with children with learning difficulties support teachers very well. There are some weaknesses such as inconsistencies in marking, presentation of work and homework. In a few classes teachers need to improve challenge for more able children and their expectation in mathematics when providing oral and mental sessions. There are many strengths in the teaching that enable the needs of all children to be met. These include very good relationships that encourage children to be effective learners and the expectation that children will work hard and achieve their best. The wide range of ways that teachers collect information on children's progress and use it in planning lessons ensures that all children achieve success.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Curricular opportunities are very good and relevant to these children. The school capitalises on the skills of the local community.   |
| Provision for pupils with special educational needs   | The good provision ensures appropriate good quality support for those that need it and children make good progress and achieve as well as they can.   |
| Provision for pupils with English as an additional language                                 | The good provision has enabled children to learn English quickly and teachers have worked well with families to speed up this process so they can take a full part in all activities and understand what is happening in lessons.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Spiritual development has improved and is now good. Children know the difference between right and wrong and have a very good understanding of the need for social responsibility. Cultural development is now very good |
| How well the school cares for its pupils  | Staff care greatly about children's welfare and provide the best possible support and guidance that they can but attendance procedures need improving   |

The school works very well in partnership with parents. It values the contributions of parents to their children's learning and is keen to have them working in school. Parents have very good views of the school and are very satisfied with the quality of education it provides. Curriculum planning is improved, particularly for reception children and there is an excellent range of additional learning opportunities. Although procedures for monitoring attendance are mainly satisfactory the school lacks written guidance on action to be taken on first day absence.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Overall, very good. The headteacher provides strong and purposeful leadership. Teachers whose management of their subjects generally contributes well to leadership effectively support her but they need more time to observe teaching and learning first hand. |
| How well the governors fulfil their responsibilities             | Good. Governors are clear about their roles and responsibilities. They are well organised and use a number of ways to keep themselves informed.  |
| The school's evaluation of its performance                       | There is now a good understanding of the school's performance. The improved use of analyses has helped the staff to understand what works well and why. Governors take a keen interest   |
| The strategic use of resources                                   | Very good use is made of resources including grants and other funding provided by parents to achieve high standards  |

The school has sufficient teachers and support staff that are deployed appropriately, learning resources are satisfactory and the premises have been greatly improved and now provide better facilities for teaching and learning. The headteacher inspires staff to recognise their strengths and make the best use of them. She and the governors are keen to ensure that everyone in the school has the same hopes and aspirations and the school's aims and values are reflected in all that they do. Secure systems are in place to ensure that the financial and administrative work of school management is efficiently carried out. The school works well to the principles of best value and decisions are made with improved standards in mind

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>• Children are expected to work hard, do their best</li> <li>• The teaching is good and children are helped to become mature and responsible;</li> <li>• Children like school and parents are comfortable about approaching the school with any concern;</li> <li>• Behaviour is good and children make good progress;</li> <li>• The school is well led and managed;</li> <li>• The school works closely with parents who are well informed about how their children are doing;</li> <li>• There is an interesting range of activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Greater consistency in the way that teachers deal with homework</li> </ul> |

Inspectors agree with parents' positive views and did find that there were inconsistencies in the ways that some teachers approached homework. However, the school has now taken steps to investigate this and has given the task of co-ordinating it to the deputy.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and children's achievements

1. Overall, the standards of work seen in lessons during the inspection are generally good. Children reach at least standards that are typical for their age by Year 2 and Year 6 and a number of children in each year group do better than this. Standards in several subjects are higher than is usually expected for age by Year 6. Children's attainment on entry to school is broadly similar to that found nationally and by the end of reception year most will reach the expected standards for their age. Many have already reached that point and have started on National Curriculum work. All groups achieve well during their time in school. Standards have been maintained overall since the previous inspection.

#### Strengths in the standards achieved are:

- the good progress made by children in the reception class that enables them to achieve the expected standards for their age in all areas of learning and for the faster learners to start the National Curriculum early.
- the sustained progress that enables children to achieve the standards expected for their age in all subjects of the National Curriculum and religious education;
- the good use pupils make of their literacy and numeracy skills in other subjects;
- the use children make of the school library in developing their reading skills and love of literature.
- the generally good standards of presentation that support the accuracy of their work;
- the progress made in acquiring skills with computers and in particular the ways they use the Internet to research information to support their learning;

#### Areas for development are:

- improving standards in National Curriculum tests at Year 2
  - ensuring a consistent approach to standards in handwriting
  - providing more opportunities for investigative science work
  - in mathematics extending the range of activities, particularly for faster learners at Year 2, the opportunities for children to organise their work and the challenge and expectations of what children can achieve in some classes.
2. Children in the reception class (Foundation Stage) get off to a good start in all areas of learning. They are making good progress towards the expected standards for their age and some have laid the foundation for the National Curriculum and are ready to start this work. They achieve well. The work planned for them is carefully matched to their stage of learning and the small steps recommended in their curriculum. Standards in the areas of learning seen in lessons and in the analysis of work samples are shown in the table below.

| Area of learning           | Personal, social and emotional development | Communication, language and literacy                                     | Mathematical development   | Knowledge and understanding of the world                | Physical development         | Creative development                                    |
|----------------------------|--|--|--|---|------------------------------|---|
| Expected standards for age | Most achieving expected standards          | Most achieve expected standards and many started the National Curriculum | Most achieve expected standards many started the National Curriculum | Most achieving expected standards and some doing better | Achieving expected standards | Most achieving expected standards and some doing better |
| Progress                   | Good progress                              | Good progress  | Good progress  | Good progress   | Good                         | Good progress   |

|  |  |  |  |  |          |  |
|--|--|--|--|--|----------|--|
|  |  |  |  |  | progress |  |
|--|--|--|--|--|----------|--|

3. Results in the National Curriculum tests for seven-year-olds in 2002, show that children's attainments are average in reading, writing and mathematics. However, when compared with similar schools (those that have the same percentage of free school meals) results are well below average in reading and writing and below average in mathematics. Although most children reached the expected standards for their age the percentage reaching the higher level in reading, writing and mathematics was lower than average. This is attributed to the many changes of teacher during the year that one of the Year 2 classes experienced, together with a lack of teacher knowledge about how much children need to be able to do to reach the expected levels. Although action has been taken with training and more stable teaching to remedy this weakness it has not come soon enough to make a considerable difference to the results in national tests this year.
4. In the National Curriculum tests for eleven-year-olds in the same year, results were above the national average in English and mathematics and average in science. However, when compared to similar schools results were average for English and mathematics. Results at the higher level were very good in English and mathematics with over 40 per cent of children reaching that level.
5. In the 2002 National Curriculum tests for science, almost all Year 6 children reached the standard expected for their age and more than a third reached the higher level. Over past years, achievements in science have shown steady improvement but when judged against similar schools the results were below average. Inspection evidence indicates that the development of more systematic investigations, including independence in decision-making is a contributory factor to this comparison. However, there were less children unable to reach the expected standards in science than in either English or mathematics.
6. The targets set for Year 6 children's attainment in National Curriculum tests in 2002 were just exceeded in English but this was not the case for mathematics. An analysis of the test results by the school shows that although children usually do well in the mental mathematics part of the tests this did not happen last year, which affected their results. Action has already been taken to ensure this does not happen this year.
7. Parents, teachers and governors have expressed some concerns about the timing of the 11 plus examinations. Many families are keen for their children to take part and the school does well with often 40 per cent of the Year 6 year group successful in obtaining places at the Grammar School. However, the results are usually announced some months before children undertake the National Curriculum tests and teachers find it difficult to motivate children to continue working hard and making good efforts to achieve their best once they know they have a grammar school place. There are concerns too for those who are not successful because these children often feel failures and think they will not do well in national tests.
8. Standards in National Curriculum subjects and religious education seen in lessons and in the analysis of work samples are shown in the table below.

| SUBJECTS OF THE CURRICULUM | BY THE END OF YEAR 2     | BY THE END OF YEAR 6     |
|----------------------------|--------------------------|--------------------------|
| English                    | average                  | above average            |
| Mathematics                | average                  | above average            |
| Science                    | average                  | above average            |
| Art and design             | above expected standards | above expected standards |
| Design and technology      | at expected standards    | above expected standards |

|                     |                       |                       |
|---------------------|-----------------------|-----------------------|
| Geography           | at expected standards | at expected standards |
| History             | at expected standards | at expected standards |
| ICT                 | at expected standards | at expected standards |
| Music               | at expected standards | at expected standards |
| Physical education  | at expected standards | at expected standards |
| Religious education | at expected standards | at expected standards |

9. In the work seen during the inspection, as can be seen in the table, standards are higher than usually expected for age in English, mathematics, science, art and design, design and technology and physical education by the end of Year 6. Although standards in all other subjects are typical for age by the end of Year 6 there are some aspects of some subjects where children achieve high standards. This is the case for information and communication technology and for religious education in work related to Christianity.
10. Children with learning difficulties achieve well, reflecting the good quality support they receive in their work. Most make good and sometimes better progress in their learning both towards their own targets set within their individual education plans and in lessons or when receiving more specific teaching. There are a few children identified as gifted or talented according to national guidance. The gifted children have very well developed learning skills. Those who have aptitude in English or mathematics are often given very challenging tasks.
11. The main reason that children achieve well is a combination of two factors. These are the professional knowledge and expertise of the headteacher who provides firm direction for the teaching of the curriculum, and the effective teaching of the staff, who encourage children to have very good attitudes to their work and consequently this results in the efforts that produce high standards in several subjects by the time they leave school.

### **Children's attitudes, values and personal development**

12. This aspect has improved since the previous inspection and children's attitudes, values and personal development are now very good. This is a significant strength of the school. Evidence from the inspection echoes the positive opinions that parents have as expressed through the questionnaires and parents meeting. The very good relationships are an important factor in motivating children to make good efforts because they want to please the teachers. Children have very good attitudes to their work.

#### Strengths in this area are:

- The very positive relationships between children and adults and the way they work together and share ideas;
- The children's willingness to learn;
- Their very good behaviour in classes and at playtimes;
- Their ability to make very good efforts and sustain concentration;
- The way children take on responsibilities and work to raise funds for charities;
- The way that the buddy system works to enable older children to help younger ones;
- The contributions children make to the school council that results in a harmonious community where all are valued;

#### Areas for development:

- Finding ways to improve the rate of attendance.

13. The very good attitudes that children have to school generally begin from the moment they enter school. Most children are very enthusiastic and take care in completing the tasks they are given, checking work and presenting it in a neat and tidy manner. The children themselves speak with pride about 'their school' and are becoming more independent and able to organise themselves and work together co-operatively. Children with learning difficulties have very good attitudes to their work, responding very conscientiously to the support given by all of the adults with whom they work each day. They are well motivated, wanting to learn and they work with increasing confidence and success.
14. Behaviour is generally very good in classrooms. In some infant classes there are a few children with challenging behaviour but this is generally dealt with effectively by the teachers and is never allowed to disturb the learning of others. In most of the classes teachers have high expectations of how children should behave. Children understand these expectations and respond positively. They willingly work with one another to solve problems and in some lessons the more able are very quick to help those experiencing difficulties. For example, in several information and communication technology lessons children helped each other and, encouraged by the teachers, regularly shared their knowledge. Outside the classrooms behaviour is equally good. Children move about the school quietly and even when passing through another classroom they do so without any disturbance to that class. At worship times children enter and leave the hall very quietly, they listen to the stories and music very well and even when children are late or have to leave the hall early they do so without any disturbance to anyone. Lunchtimes are very orderly and real social occasions. Children have acquired the skill of eating while chatting quietly to their neighbours. Playtimes are free from any aggressive or oppressive behaviour and no evidence of bullying, sexism or racism was observed.
15. The very good relationships that exist between adults and children are a key factor in personal development. Teachers and other adults show respect for children, valuing what they do and say and consequently the children return this respect. These very positive attitudes begin in the Foundation Stage where most children come into school happily and are receptive to learning. They very quickly learn the rules of the school community and adopt the agreed school values very readily.
16. The children's personal development continues to be a real strength of the school. The opportunities provided through such activities as the personal, social and health programme, "Circle Time" and highly valued school council contribute very effectively to children's personal development. Children learn very quickly to respect others view and opinions. They follow the rules of Circle Time, only speaking when it is their turn and listening carefully when the views of others. This is continued in school council meetings, which are conducted in a very business-like manner. The Year 6 child who chairs the meeting ensures that every one wishing to make a comment or express an opinion is allowed to do so. This was exemplified in the discussion on whether children who do not do homework should be punished. A very heated debate ensued which was kept very much under control by the chairperson.
17. Children are given increasing responsibility as they progress through the school, beginning with several monitor duties within the class such as taking registers to the office. Representatives of the younger classes have recently been elected to the school council. They make a full and valued contribution to this body and take their roles very seriously. As the children move through the school they take on more and more responsibilities. For example, they help supervise the cloakrooms during lunch and playtimes and are responsible for preparing the music in assembly. They will show visitors around the school and act as House and Class captains. The older children also act as "Buddies" for the younger ones. For example, this term the

children in Year 5 spend one lesson a week in the Year 1 classes helping with mathematics. Both younger and older children appreciate this scheme. The culmination of responsibility and initiative occurs in Year 6 every year with the Enterprise Project. Groups of pupils form mini companies and try to produce and sell a product of their choosing such as cakes or badges. They have to elect the officers for their company, apply for a loan from a bank and then establish a marketing strategy. Any profits they make are theirs to do whatever they like with. The whole project involves them in letter writing, creating posters, graphing sales figures and testing public opinions on their product. It provides a very good opportunity for developing and using their computing skills, for working co-operatively and for learning about the world of work and commerce.

18. Attendance levels are close to the national average but just below that at present. There is a particular problem with Year 6 attendance particularly in the spring term. The school is trying to improve attendance and hopes that the recently introduced certificates for good attendance will begin to have a positive effect. The school works with the challenge of being in a coastal resort. The rate of authorised absence occurs because many families are unable to take their holidays during school holiday periods as they are part of the tourist industry which necessitates working. Consequently, there is absence during the school terms. Registration is carried out quickly and efficiently at the beginning of morning and afternoon sessions.

### **HOW WELL ARE CHILDREN TAUGHT?**

19. Overall, the quality of teaching is good and is now a strength of the school. Teaching has improved significantly since the last inspection. There were 89 per cent of lessons that were good or better and the rest were satisfactory. Unlike last time there was no unsatisfactory teaching during this inspection and the percentage of very good or better teaching has increased. This effective teaching is having a positive impact on the good learning.

#### Strengths in teaching and learning are:

- The establishment of very good relationships that encourage children to be effective learners;
- The very good knowledge and understanding that teachers have of the subjects they teach;
- The good teaching of the basic skills of literacy and numeracy;
- The very effective planning that ensures well directed and confidently taught lessons;
- The skilful use of questioning to clarify and build on what pupils already know and understand;
- The good management of children who respond with very good behaviour;
- The way time and resources are used during lessons, ensuring that no time is wasted;
- The contribution made by teaching assistants, particularly in supporting those with learning difficulties;
- The wide ranging ways that teachers collect information on children's progress and use it in planning lessons and giving out tasks so that all children achieve success;
- The way that teachers expect children to work hard and achieve their best.

#### Areas for development are:

- Improving the oral and mental sessions, low challenge and expectations in some mathematics lessons;
- Achieving greater consistency in marking children's work and in the setting and use of homework;
- Improving the presentation of work in some classes, particularly the quality of writing.

20. The findings of this inspection show that at the Foundation Stage the teaching is mainly very good with a few good lessons. In Years 1 and 2 the teaching was mainly good, one in four lessons were very good and two lessons were excellent. In Years 3 to 6 the teaching was good overall with over a third of lessons that were very good and a few that were satisfactory.
21. The establishment of very good relationships between teachers and children has been a motivating force for improving learning. Teachers listen carefully to children who know their contributions are valued and this makes them eager to do their best work. Many children are prepared to make very good intellectual and creative efforts because in all classes they want to please their teachers.
22. Teachers plan lessons effectively with clear objectives for what they wish children to learn. In all lessons these are shared with the children who then have a clear understanding of what they have to do and what the teacher wants them to accomplish by the end of the lesson.
23. The pace of working is mainly good so lessons move on quickly, concentration is maintained and work is completed. Teachers plan lessons in ways that meet the needs of most pupils and group activities are generally appropriate for children's stage of learning. In this way the work set by teachers maintains interest and children get on with the activities they are given to do.
24. The very good teaching at the Foundation Stage in the reception classes gives children a good start towards achieving the expected standards they need before embarking on the work of the National Curriculum. The good teamwork in these classes is of particular note because the skills of the teaching assistants are used extremely well resulting in a most consistent approach to every activity. Every week there are team teaching sessions when all children from the two classes benefit from the expertise of all four adults. The ways in which adults talk with children and involve themselves in practical activity and purposeful play enables children to make more rapid progress. Consequently, they achieve well for their ability with some doing better than usually expected for this age. For example, the adult input to an observational drawing activity of a bicycle produced high quality work that was very detailed.
25. There is good teaching of children with learning difficulties who are well supported in their learning. The tasks they are set in lessons are well considered, matching their level of ability and encouraging all to achieve as well as they can. Individual education plans are now more focussed with relevant and precise short-term targets and well-defined systems to enable children to progress towards their goals. Targets are regularly reviewed by teachers and procedures are in place to identify those children who may be experiencing difficulties in their learning.
26. The quality of teaching in English and mathematics is generally good and consistently very good at the Foundation Stage and Year 6. All teachers use the National Literacy and Numeracy Strategies effectively. Teachers plan lessons in other subjects in ways that emphasise the use of literacy and numeracy skills. For example, children's understanding of graphs was used effectively in science to record the rate at which ice melts. This is effective in reinforcing what has been learned. Teachers have a good knowledge of how to teach the basic skills of literacy, numeracy and information and communication technology. For example, there is good direct teaching of alphabet letter sounds and how they can be blended together to help children read unfamiliar words. The teaching of word-processing skills begins with the youngest children and by Year 2 the majority are competent at composing a story or poem using the computer.

27. A good range of methods is used in teaching. For example, the closing sessions of a lesson are used well to reflect on what has been learned and sometimes to introduce the area of work for the next lesson. When asked children can explain what they have learned and older ones have a very good idea of how well they have achieved and whether or not they could have done better. The quality of marking is generally satisfactory but there are weaknesses because teachers do not have a consistent approach. The best examples set clear guidance and generally encourage high standards. They include constructive comments that tell children where they have done well but also include information about where improvements are needed. Sometimes the teachers' written comments do not provide a good model of handwriting. Consequently, standards in presentation suffer in some classes because less care is taken with handwriting. Teachers use homework to reinforce learning in class but there are weaknesses here too because of inconsistency. Although some children are very conscientious and do every piece of homework there are others who do not and all teachers do not follow this up. Older children have raised this matter at their school council meetings and want to see it resolved. The deputy headteacher has just accepted the task of co-ordinating homework and looking at how it is managed. Improvements are expected to follow.
28. Teachers usually make effective use of all resources available to them. Regular lessons in the library has extended children's understanding of how to use books as a source of information and familiarisation with the Internet has made it easier for children to improve their research skills and extend the range of sources they use. Teachers are particularly good at making use of other adults as a resource. Good examples include a visiting artist who helped Year 5 children improve their work on perspective, a musician who has improved children's knowledge of notation in music by using keyboards with them and the Boston Bike Club members who demonstrated for the youngest children the way old bicycles were used in the past and the similarities and differences to those today.
29. Teachers' assistants are usually well briefed and use their knowledge and expertise well to support children's learning. In some classes the teachers ensure that their support assistant has written instructions for each lesson and knows how to make regular checks on children's progress during the lesson. This is particularly good at the Foundation Stage where there are two very experienced classroom assistants who know just when to direct, intervene or involve themselves in children's learning. Those working with children who have learning difficulties make a significant contribution to the progress they make because they are well trained and thoroughly prepared. By working closely with the teachers, appreciating each child's individual needs and co-operating so effectively they make a full contribution to lessons. A very sensible balance is achieved between giving help in tasks and using well-directed questioning to challenge children's own thinking to ensure better understanding of their work.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO CHILDREN?**

30. The school meets the statutory requirements for the National Curriculum and religious education. It provides a very good range of well-planned learning opportunities, which meet the needs and aptitudes of all children, including those with learning difficulties, and those for whom English is an additional language. This is an improvement on the findings of the previous inspection because its planning is better and work is securely based on what has gone before and good use is made of the national guidance.

#### Strengths in the curriculum are:



- Children benefit from a very full and enriched curriculum;
- There is an excellent range of additional learning opportunities outside lessons;
- All groups of children, whatever their ability are encouraged to take part in the range of activities appropriate for their needs and have equal opportunity to succeed;
- Provision for personal, social and health education is very good;
- The school capitalises on the expertise of the local community who enhance what the school can offer;
- There are effective ways used to teach literacy and numeracy and effective use is made of the basic skills in other subjects;
- Provision for children's personal development, including spiritual, moral, social and cultural development is very good overall.

### Areas for further development

- There are no significant weaknesses in the curriculum and no areas identified for development.
31. The curriculum for children in the Foundation Stage is now very well planned. This is an improvement since the previous inspection because children's work is firmly based on the areas of learning and the expected standards by the end of the reception year. This curriculum is well enriched with special projects, celebrations, festivals and visitors who share their expertise. For example, children's knowledge and understanding of the world was enhanced when they had the opportunity to see and learn about an interesting selection of bicycles from the past that were brought into school.
  32. The school is very careful to ensure that all children, including those for whom English is an additional language, gifted and talented children and those with learning difficulties have equal access to all areas of the curriculum and equal opportunity to succeed. The school makes good use of the literacy and numeracy strategies in order to help to raise standards.
  33. There are good opportunities for children to use their English, mathematics and information and communication technology skills in other subjects so that their understanding is deepened and there is a relevance to their work. For example, in Year 2 children used their reading skills in order to find information in science about the similarities and differences between animals. Year 5 children produced clear, labelled instructions in their work on hat making in design and technology. Children in Year 4 used time lines in their work in history about the ancient Greeks and their knowledge of capacity in scientific work to about how much water plants needed. In their Enterprise Project Year 6 used word-processing skills to write letters and produced computer generated graphics and spread sheets.
  34. Provision for children with learning difficulties is good. All children whatever their educational need are fully included in lessons and are enthusiastically encouraged by all those who work with them to play a full and active part in their own learning
  35. The school makes very good provision for personal, social and health education and citizenship. In such subjects as science and physical education children are made aware of the importance of healthy life styles. This is enhanced by their involvement in the healthy schools project and the school's health week. Teachers help children develop their understanding and experience of co-operation, relationships, self-esteem, feelings and emotions. Children have many opportunities to help with the smooth running of the school and frequently use their initiative in such tasks as keeping the school free from litter, helping to run the library and preparing for assemblies. A number of systems including class captains, team captains, monitors and buddies foster co-operation and caring between older and younger children. Class captains organise the response to challenges set by the headteacher, which afford children experiences where initiative and responsibility are needed. A great strength of the school is the school council where children learn about representing the views of others and how to take part in decision-making. They make a real contribution to the life of the school. For example, initiatives from the school council led to the introduction of the house system and to improvements at lunchtime. The school has comprehensive sex education and drugs awareness programmes and issues are dealt with sensitively as part of the science and health education programme.
  36. In order to support and enrich its work in the curriculum the school provides an excellent range of extra-curricular activities, enhanced by visits outside the school and by visitors to the school. Extra-curricular provision includes such activities as the board games club, Eco club, chess,

drama, literacy club, short tennis, kwik cricket, choir, basketball, football, netball, French, origami, cross stitch, computer and French clubs. In order to extend their work children go on a wide range of visits outside the school. These include such places as, Gainsborough Old hall, The Jorvik Centre, Humber Bank Industries and many theatre visits. On residential visits to places such as, Gibraltar Point and Cuffley Camp children participate in adventurous activities and learn to live together as a community. In a similar way the school welcomes visitors into school in order to help to enhance and deepen children's learning. These include, artists, dance instructors, musicians, puppet theatres, stranger-danger workshops and representatives of charitable institutions.

37. The school makes very effective use of its local community in enhancing its provision. Children make frequent use of the town in such activities as traffic surveys in geography and sketching local buildings in art. Such facilities as Skegness beach and Gibraltar Point are used in science and local churches for work in religious education and design and technology. As part of the Enterprise Project pupils in Year 6 make very good links with local businesses to enhance their own business ventures. Local clergy come in to school to take services. Senior citizens discuss past experiences in work in history. Local and county councillors discuss their roles with children and similarly the local Member of Parliament and lifeboat coxswain help to extend their personal and social education. Members from the inshore lifeboat, fire brigade, police, water safety, local museum help to increase children's interest in their work and extend their knowledge and understanding of the world around them, linking their expertise to many subjects of the curriculum.
38. The curriculum is extended through the good links with other schools. Visits to nurseries and playgroups help children become well integrated into the school. Local secondary schools provide good specialist support in such subjects as art and physical education. The school's membership of the Coastal Partnership Scheme, helps to raise attainment and the confidence and self-esteem of children. It also helps to focus on the work of more able, gifted, talented and transient children. Teachers from secondary schools visit the school to observe lessons and meet children. Children visit secondary schools for curriculum days and prior to transfer.
39. Overall provision for spiritual, moral, social and cultural development is very good. Provision for spiritual development is good. This is an improvement on the findings of the previous inspection. The school is successful in providing children with knowledge and insights into values and beliefs. A rich source of spiritual development is the use the school makes of assemblies and worship. This is enhanced by the sensitive way feelings and personal issues are considered when the whole class meets together for discussion and by the way children are given opportunities to reflect. For example, children were prompted by a thoughtfully mounted display to think about the differences between knowledge and belief. The school makes good use such subjects as literature, art, music and science to promote spirituality. For example, the sharing of a story about the conflict in the former Yugoslavia helped Year 5 children to think about their own good fortune and world issues. Visits to such places as the seashore and Gibraltar point and work about life cycles and the hatching of eggs promote a wonder of the natural world. The school is very sensitive in dealing with children's personal issues when they arise. Children visit local churches, take part in carol services and write their own prayers and poems.
40. The school has maintained its very good provision for moral development since the previous inspection. This is underlined by the broadly Christian ethos of the school and the respect it also affords other beliefs. There is a very clear policy on behaviour to which children generally respond very positively. Children help to formulate their own class contracts and adults provide very good role models in the way they show respect for honesty, fairness and truth. Children

have a very clear understanding of the difference between right and wrong. This is enhanced by the use of occasions when the whole class meet together, by the use of texts, which consider moral issues and the example afforded by people whose lives embody a strong moral code, such as Mother Theresa. Each child and adult is very highly valued and staff make time to follow up and resolve any issues or incidents that cause concern.

41. Since the previous inspection the school has continued its very good provision for social development. There is a very strong sense of community within the school. This is epitomised by the way the very well established school council considers the welfare of all in school and seeks to make improvements to the life and work of all children. As part of their personal development children contribute to the smooth running of the school and the house system, requested by the school council, is helping to improve team building. In assemblies where children show their work, they are very quick to respond to and celebrate the achievements of others. Relationships are very good. During lessons children collaborate well together in the completion of tasks and are generally eager to be involved in discussions because they know that their efforts will be valued and respected. From the time they enter school children are taught the importance of sharing and taking turns. They are encouraged to be polite and courteous. They are welcoming and helpful to visitors, unbidden by staff. Children have opportunities to help to provide for others less fortunate than themselves and contribute to such charities as, Dr Barnardo's, Comic Relief, the Lifeboat Association and Church of England Children's Society. Some of the charitable work, such as Christmas gifts for Romanian children, is organised by the children. The school has worked hard and successfully to create a secure and very caring community.
  
42. Provision for cultural development is very good. This is an improvement on the findings of the previous inspection. Children take part in festivals such as Christmas and Harvest Festival and in extra curricular activities learn traditional games and crafts such as cross-stitch. Children learn traditional stories as part of work in literacy and make visits to see popular and Shakespearean theatre. They listen to traditional music from visiting musicians and learn about different aspects of dance from dance companies who perform in school. Children have very well considered opportunities to learn about local seaside and farming traditions from their work in the locality. In subjects such as, history, and geography, art, music and physical education children have very well planned opportunities to learn about their own and other cultures. The school has a comprehensive collection of artefacts from other cultures. Other cultures and traditions within Britain are discussed during assemblies, occasions when all the class meet together and as part of work in religious education. Although there is not a large multicultural community locally the school takes advantage of opportunities for children to learn about the multicultural nature of wider society. For example, when a visiting member of the Sikh community visited school to talk to children and display artefacts. The school has a very wide selection of texts from other cultures and these are very well used during literacy lessons in order to compare and contrast cultures and in order to avoid stereotyping.

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

43. This is a caring school in which children's well being is of equal priority to their academic development. The level of care overall is good with much that is very good and is an improvement on the previous inspection. Staff show a genuine concern for children's care and welfare. Adults treat the children with respect and set them good examples of how to behave appropriately.

Particular strengths are:

- Arrangements for health and safety, child protection and children's welfare;
- Good support for children with learning difficulties as well as those who are gifted or those who do not speak English as their mother tongue;
- The good ways that teachers keep track of children's progress and use the information very well;
- The very good relationships that give children confidence in the support they receive;
- The ways the school keeps track of behaviour and reinforces what is socially acceptable.

Areas for further development

- Remediating the inconsistencies in the marking of work;
- Procedures for monitoring attendance.

44. The school's arrangements for the protection and welfare of children are very good. Staff are well versed in the requirements of the local authority's guidelines for child protection and deal promptly and sensitively with the small number of cases that arise. The policy for child protection is due for review this year and the headteacher will assume the co-ordinator role after training because at present this post is held by a part-time teacher. The Site Manager is vigilant and the premises are very clean, neat and tidy – he does an excellent job of caring for the school and ensuring it is a safe place for children to work. Risk assessments are carried out regularly for activities, which may be hazardous such as school visits. Appropriate procedures exist to record fire drills and racial incidents and two members of staff hold first aid qualifications and all staff are trained in emergency treatment. Children develop a good understanding of the importance of leading a healthy lifestyle particularly through their involvement in such initiatives as a Healthy Lifestyle Week during which there were exciting sessions about safety, diet, relaxation and exercise.
45. Children with learning difficulties are well cared for and their needs are identified early and are well understood by all those who work with them. Consistent procedures are in place to ensure that their needs are identified in accordance with the Code of Practice. Individual education plans are regularly reviewed and the children are becoming more involved in considering the progress they make towards their own targets when this is appropriate. Procedures to record children's learning in literacy and numeracy are securely established and well used to track their progress, monitoring their success in achieving individual goals is an area yet to be explored. The statutory provision awarded for the small number of children who have statements of special education needs is fully met and implemented. A valuable supportive working relationship is well established with the learning support service.
46. Procedures for monitoring and improving attendance are mainly satisfactory. However, there is no written guidance on what should happen on the first day of absence if there is no message from home. This is in need of improvement so that all staff are clear about the action to be taken. Otherwise, there are good procedures for monitoring and promoting attendance including lateness and its possible impact on children's work.
47. Procedures for monitoring and promoting good behaviour and dealing with harassment and bullying are to be commended. The discipline and behaviour policy is consistently applied. Positive reinforcement is the preferred approach, supported by a clear set of sanctions about which, the children are very clear. They are particularly confident in the staff's willingness and ability to solve problems and follow up the relatively small number of incidents, which are reported to them. This approach minimises the effect of any challenging behaviour and

contributes strongly to children's learning. Teachers and support staff know the children well. Relationships in school, particularly in classrooms and at lunchtime, are very good. The spirit of security and confidence generated by teachers was particularly good in Circle Time sessions enabling them to express their worries and concerns as well as their pleasure and excitement, without worry or prejudice. The school succeeds in ensuring that all pupils have equal access to the curriculum and equal opportunity to succeed in learning.

48. At the last inspection, the school was asked to improve the consistency of assessment and marking and use such information in planning lessons and the curriculum generally. Mainly this has been done well but full consistency has not yet been achieved in the use of marking, where the quality of advice to children in terms of how they can improve their work, is varied. It is often complimentary but does not always offer advice to children as to how they may improve. There are good ways of keeping track of children's progress, which is done weekly in all subjects from Year 1 to Year 6. At the Foundation Stage it is very good because assistants know how to carry this out and their information is used by teachers when planning lessons and when deciding what individuals should learn next. At the end of the year teachers have a wide range of information to share with parents and the children's next teachers thus ensuring continuity in learning.
49. In the core subjects, English and mathematics, the cumulative information about individual children, is regularly used to change the ability sets in the case of children who are not making progress commensurate with the rest of their group. There were particularly good procedures seen in a Year 1 class, where the teacher timetabled a thirty-minute slot in her timetable at the end of a week, in order to check learning in an aspect of numeracy. As a result, the teacher planned to re-arrange the groups slightly in her class, for the following week. A comprehensive set of data from standardised tests and teacher assessments is stored electronically enabling the tracking of individual progress. This aids the annual target setting for all children. Information kept by teachers about children's personal development are used to report formally to parents together with the academic information. The headteacher and other key staff have a strong commitment to improving standards and their work to develop procedures to measure children's progress has been effective. For example, the use of analysis of children's attainment at age seven and eleven, allows the school to be in a position to raise attainment in the core subjects of English, mathematics and science and to set challenging targets for school improvement. As a result of the headteacher's drive for improvement, very good procedures have now been established for keeping track of children's academic and personal development. The application and use of these procedures for providing educational and personal support and guidance is less well developed but is an improving area of the school's work in supporting its children. The school is well placed to continue their improvements in this area.

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

50. This is an aspect that has improved since the last inspection. Parents are very pleased by almost all aspects of the school's work and the quality of education provided for their children. The head teacher and all staff have worked hard to establish a partnership with parents and this continues to be an essential element within the school's aims and objectives. There are now good links between school, home and the wider community. The very positive relationship between the school and parents is a great strength and a significant factor in what the school achieves for its children.

Particular strengths now are:

- The very effective links that the school has with parents;
- The very good impact that parents' involvement has on the life and work of the school;
- The good quality of information provided that keeps parents up to date on school events, curriculum and their children's progress;
- The good contributions that parents make both to their learning in school and at home.

Areas for development:

- To make children's annual reports more detailed in relation to attainment;
- Ensuring a consistent approach to homework.

51. In the questionnaires, the overwhelming majority of parents express confidence in the leadership of the school, the quality of teaching, the standards their children achieve. They are pleased with the way that their children are taught to behave and feel that teachers are very successfully helping their children to become mature and responsible.
52. Parents are given a good range of information about the school. Day-to-day matters are dealt with by individual letters and there are regular, more general, newsletters. Class teachers send information about forthcoming topics out each term. Children have diaries to record homework, reading records and personal targets. Parents are asked to check and sign these regularly. Parents are also welcomed to talk to staff informally at the start and end of the day and parents confirm that they are confident to approach the school at any time. More formal meetings with class teachers take place each term and these are well attended by parents. The children's annual reports generally give a good overall picture of progress. However, they would be improved if the levels achieved were more precisely explained. Parents of children with learning difficulties are kept fully informed about progress and involved in discussing their targets. Wherever possible, the children too, take part in these discussions so that they contribute to the discussions.
53. As their children join the school, there are introductory meetings for parents to explain the organisation and routines. The prospectus gives a clear picture of the curriculum and school life and a home-school agreement is offered. Throughout the school year there are many opportunities for parents to attend assemblies and other events and many take up the offer. There are occasional workshops for parents to explain aspects of the curriculum. The school also now consults parents with its own annual questionnaires and actively seeks ways to take their views into account. These views contribute to the school's development plan. The good quality of information and the highly effective links between the school and home encourages parents to play their part in their children's education.
54. Parents make a very good contribution to the life of the school and what it achieves. There is always very good support for extra-curricular activities, assemblies for parents, sporting events and Open Days. Many parents helped in the organisation of the 'Health Week'. Others help regularly each week in various ways, such as mounting displays of work, helping in the library, sorting tokens collected by the children and supporting swimming. A good number give direct support to children, helping with guided reading. The parents and friends association (PFA) is also very active in creating a community spirit by its social and fund-raising efforts. They make a valued financial contribution to the school and this money is spent directly on resources, which will benefit the children – play equipment, library books, computers and homework diaries. Staff appreciate all these efforts. Parents also make effective contributions to their own children's successes. Although not all parents agree with the amounts of homework given, most support their children. The school is keen to ensure that parents understand the importance of this part

of the school's work and is reviewing how this is organised and managed across the school. Almost all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have special needs. The great majority of parents ensure their children come to school regularly and promptly.

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

55. After a period of uncertainty and change, the school now has very good leadership. During her time as acting headteacher and since her permanent appointment to the position, the headteacher has set a clear agenda for school improvement and a vision for the future. She has successfully diagnosed the key areas for improvement and appointed a management team to bring about changes. The headteacher has communicated this vision very well so that now all staff, parents and children are working together as a team. The deputy head and the key stage leaders are increasing in confidence and contributing well to the leadership of the school. They ensure that the school functions smoothly, day to day. Parents express their strong support for the way the school works with them and strongly approve of the leadership being given.

### Particular strengths are the:

- Clear vision for the school that provides very effectively for all children irrespective of ability or background;
- Very strong and caring leadership of the headteacher;
- Ways that the school aims permeate all that happens in school;
- Ways the school uses to keep track of teaching and learning resulting in improvements;
- Effective ways governors fulfil their responsibilities;
- Monitoring and evaluation of how the school works;
- Management and the ways that the school uses its money;
- Very good administration that enables staff to do their work effectively;
- Determined efforts to improve and maintain the premises so that children have very good facilities and a stimulating place to work.

### An area for further development is:

- To build on the management role of the subject co-ordinators so that all have first hand opportunities to observe the teaching and learning in their subject.
56. After initial difficulties, good improvement has been made since the last inspection, including the particular issues arising from it. At the same time, standards have been maintained and children are making good progress. As part of the school's planning for the future, the school's aims have been restated. These are: equality of opportunity for every child, a partnership with parents, a rich curriculum, the development of pupil's personal, social and moral skills and an understanding of the issues of the wider world. Already, many of these areas are to be seen as strengths of the school.
57. Members of the management team monitor the teaching, particularly in the core subjects of English, science and mathematics. This monitoring has been effective in improving the quality of teaching. For example, at the last inspection about one in eight lessons were judged to be unsatisfactory. In this inspection no unsatisfactory teaching has occurred. This improvement in teaching and learning is a further factor in the success of the school. Teachers with responsibility for subject management have clearly defined roles and carry out their duties diligently. They monitor the lesson plans and some have spent a little time monitoring lessons. However, their role in monitoring lessons is not yet sufficient to ensure that the subject is taught



consistently in all classes and year groups, and the teaching methods are evaluated and developed. Extending monitoring and support for teachers in these ways remains an area for further development.

58. The governing body carries out its statutory duties well through an effective committee structure and by the appointment of individual governors to oversee key aspects of the school, such as literacy and numeracy. Governors regularly visit the school and have links to individual subjects, which helps them understand pupils' work and progress. They are well informed by the work of the committees, the head teacher's reports and the subject leaders, who occasionally give briefings. Consequently, governors have a good understanding of how the school works. The head teacher, management team and the governing body have a shared understanding of what the school does well and what it needs to improve. Consequently, the governing body makes an effective contribution to the leadership and direction of the school and the priorities are appropriate. The statutory non-compliance regarding collective worship, raised in the last inspection, was dealt with promptly. For the future, there is a shared and very firm commitment to move the school forward with a very strong likelihood of success.
59. The school improvement plan sets out the targets for development of curriculum subjects and aspects of the school's work. Within a three-year framework, it provides a clear picture of actions for the coming year, responsibilities, costs and resources. The plan is exemplary in the way it links all of the activities back to the aims of the school, which themselves are regularly reviewed. In this way, the school is always moving towards the achievement of its wider aims for the future. The school's finances are secure and there is an agreed plan to spend the accumulated balance brought forward from previous years, on specific projects. These are mostly concerned with improvements in resources, site and buildings. The plan is monitored regularly by the management team and the governing body to ensure progress and outcomes are as expected.
60. School administration is organised very well. The daily routines are very well organised and this helps teachers and managers to do their jobs successfully. The administrator ensures that all aspects of budgetary control are carried out to a high standard. Financial planning supports the school's priorities well and expenditure is monitored regularly. Computers and other information technology are used very well to support administration, management, teaching and learning.
61. Finances are well controlled and the governing body uses specific grants and other funding to good effect. The school has become involved in the work of the 'Coastal Partnership Project', which aims to improve learning and deal with problems specific to coastal, holiday towns. As a result the school has received additional outside help to work with particular groups of children. The school is to be a pilot school to study the effects of different teaching and learning styles, all of which should impact positively on standards. Devolved capital has been used to extend the hall; the 'National Grid for Learning' and 'New Opportunities Fund' have been used to upgrade and improve facilities for information and communication technology. Funds for special educational needs are used well and for the purposes for which they are provided and ensures that these children achieve well and make good progress in their learning. More widely, there is also a good and developing understanding of the need to ensure 'best value' in all its work. The school compares its results with others in the authority and nationally; it evaluates the consequences of its plans; it uses purchasing agencies to achieve good value; it consults with parents and children to ensure their views are heard.
62. The school has an appropriate number of suitably qualified teachers to ensure all subjects of the National Curriculum and religious education are taught effectively. Teachers are well supported by a good number of classroom assistants. All staff benefit from a comprehensive programme

of professional development, closely linked to the needs of the school's development plan. Regular training has taken place to improve skills in a number of specific areas and classroom assistants have received training in their role to ensure they can now work more closely with teachers in lessons. Good induction procedures are in place to ensure that all new members of staff take up their roles quickly and effectively and the school is already a provider of initial teacher training.

63. The school stands in substantial and pleasant grounds. The accommodation has been improved significantly since the last inspection. The school hall has been extended to enhance provision for physical education and whole school meetings; the staff room has been enlarged; a suite has been created to allow the teaching of information and communication technology, sufficiently large to seat a whole class and the library has been improved. There are still plans for future development in a number of areas. Accommodation is now good. The last report highlighted some shortage of resources in some subjects. Resources are now at least satisfactory in all subject areas and in some, such as, the library, history, information and communication technology and the Foundation Stage, are good.
64. Taking account of the attainment of pupils at the time they enter the school and the results they achieve by the time they leave, the inclusiveness and the overall quality of education provided, the school provides good value for money.

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

65. The good development can now be improved further by:

- **Improving standards at Year 2, particularly for higher achievers by:**
  - Giving the higher achievers more challenging work in mathematics and science;
  - Providing more challenging activities and a wider range in mathematics;
  - Improving the teaching of oral and mental sessions in mathematics
  - Providing more opportunities for children to organise their own work, particularly in mathematics;
  
- **Extending the range of science activities to include more investigative and experimental work**
  
- **Extending the management role of subject co-ordinators so that they all have first hand opportunities to observe the teaching and learning in their subject**

### **Minor Issues**

When governors write the inspection action plan attention should be given to the following minor issues:

- Improving the rate of attendance and ensuring there is written guidance about first day absence so teachers are clear about what action to take;
- Remedying the inconsistencies in teaching related to handwriting, marking of work and homework.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 80 |
| Number of discussions with staff, governors, other adults and pupils | 40 |

### *Summary of teaching observed during the inspection*

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 2         | 29        | 40   | 9            | 0              | 0    | 0         |
| Percentage | 2         | 37        | 50   | 11           | 0              | 0    | 0         |

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | N/A     | 420     |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 13      |

*FTE means full-time equivalent.*

#### **Special educational needs**

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | N/A     | 4       |
| Number of pupils on the school's special educational needs register | N/A     | 52      |

#### **English as an additional language**

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 5            |

#### **Pupil mobility in the last school year**

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 17           |
| Pupils who left the school other than at the usual time of leaving           | 19           |

### *Attendance*

#### **Authorised absence**

|             | %   |
|-------------|-----|
| School data | 5.9 |

#### **Unauthorised absence**

|             | %   |
|-------------|-----|
| School data | 0.0 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 24   | 36    | 60    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 22      | 24      | 23          |
|   | Girls    | 33      | 34      | 35          |
|   | Total    | 55      | 58      | 58          |
| Percentage of pupils at NC level 2 or above | School   | 92 (83) | 97 (83) | 97 (90)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 22      | 23          | 24      |
|   | Girls    | 34      | 34          | 34      |
|   | Total    | 56      | 57          | 58      |
| Percentage of pupils at NC level 2 or above | School   | 93 (86) | 95 (92)     | 97 (86) |
|   | National | 85 (85) | 89 (89)     | 89 (89) |

*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 |
|--|------|------|-------|-------|
|  | 2002 | 34   | 27    | 61    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 29      | 25          | 31      |
|   | Girls    | 23      | 22          | 26      |
|   | Total    | 52      | 47          | 57      |
| Percentage of pupils at NC level 4 or above | School   | 85 (89) | 77 (74)     | 93 (90) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 29      | 28          | 32      |
|   | Girls    | 23      | 20          | 25      |
|   | Total    | 52      | 48          | 57      |
| Percentage of pupils at NC level 4 or above | School   | 85 (90) | 79 (82)     | 93 (93) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

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

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 398                         | 5  | 0                                     |
| White – Irish                                       | 2                           | 0  | 0                                     |
| White – any other White background                  | 1                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 3                           | 0  | 0                                     |
| Mixed – White and Black African                     | 1                           | 0  | 0                                     |
| Mixed – White and Asian                             | 1                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 2                           | 0  | 0                                     |
| Asian or Asian British - Indian                     | 1                           | 0  | 0                                     |
| Asian or Asian British - Pakistani                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 0                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 0                           | 0  | 0                                     |
| Black or Black British – African                    | 2                           | 0  | 0                                     |
| Black or Black British – any other Black background | 0                           | 0  | 0                                     |
| Chinese   | 0                           | 0  | 0                                     |
| Any other ethnic group                              | 3                           | 0  | 0                                     |
| No ethnic group recorded                            | 0                           | 0  | 0                                     |

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |       |
|--|-------|
| Total number of qualified teachers (FTE) | 14    |
| Number of pupils per qualified teacher   | 29.86 |
| Average class size                       | 29.86 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 11  |
| Total aggregate hours worked per week   | 216 |

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 2002/03 |
|  | £       |
| Total income                               | 833964  |
| Total expenditure                          | 792869  |
| Expenditure per pupil                      | 1892    |
| Balance brought forward from previous year | 104175  |
| Balance carried forward to next year       | 145270  |

*FTE means full-time equivalent.*

#### ***Recruitment of teachers***

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years     | 4.4 |
| Number of teachers appointed to the school during the last two years | 6.2 |

|  |     |
|--|-----|
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0.6 |
| 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 | 414 |
| Number of questionnaires returned | 142 |

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 54             | 42            | 3                | 1                 | 0          |
| My child is making good progress in school.  | 52             | 44            | 4                | 0                 | 0          |
| Behaviour in the school is good.   | 42             | 54            | 3                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 39             | 42            | 15               | 2                 | 1          |
| The teaching is good.  | 55             | 42            | 1                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 44             | 45            | 8                | 2                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 58             | 39            | 2                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 63             | 37            | 1                | 0                 | 0          |
| The school works closely with parents.   | 44             | 44            | 9                | 1                 | 2          |
| The school is well led and managed.  | 55             | 37            | 6                | 0                 | 2          |
| The school is helping my child become mature and responsible.                      | 49             | 49            | 1                | 1                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 46             | 39            | 8                | 2                 | 4          |

## **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**

66. This is a significant strength of the school. Children enter the reception classes with a broad range of skills, knowledge and understanding. This year the teachers' assessments of what children know, understand and can do show that when they enter school their attainment is broadly similar to that found nationally. The teachers build upon this in the reception classes and by the time they reach the end of the Foundation Stage the majority of children are attaining most of the expected standards for their age in all six areas of learning. All children are laying the foundation for the National Curriculum and the faster learners are just ready to begin that work. Most children are familiar with the routines of the literacy and numeracy sessions and will be ready to participate fully in these when they enter Year 1. Overall, children achieve well and make good progress. Those with learning difficulties are identified early and appropriate support is given so that they too make good progress towards the targets identified for them. Although there are few children for whom English is not their mother tongue the teachers have worked closely with families to make sure they have the support they need and children cope well with the work at this stage.

#### Strengths in the Foundation Stage are:

- The provision is very good and children get off to a good start;
- The range of very well planned activities that ensure most children will reach expected standards by the time they leave the reception class;
- The very good teaching of basic skills;
- The very good relationships that help children feel secure and happy;
- The early identification of children's needs that ensures those who need support receive it and that the faster learners are challenged and extended;
- The attractive and well organised classroom that creates a stimulating place for children to learn;
- The very good knowledge and understanding that the teachers have of the areas of learning;
- The excellent teamwork of the teachers and their assistants that ensure there is a consistent approach to all they do;
- The very good quality and use of daily observations of children's progress to ensure the work planned is suitable for every child and that all can achieve success.

#### Areas for further development are:

- Completing the outdoor area to make better provision for children's physical development.

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

67. Children generally make good progress in their personal, social and emotional development. Most soon learn to sit quietly when appropriate and because they find the tasks interesting they make good efforts. Some of those already five concentrate well and maintain attention for considerable periods of time. The majority of children adapt their behaviour to different situations, such as register time and play; they work successfully as part of a group or class, taking turns and sharing and have formed good relationships with adults and one another. They understand that there are acceptable ways of behaving if the class is to work harmoniously but occasionally a few children have to be reminded. They know that some behaviour is right or

wrong and are beginning to understand why this is so. They learn to look after their personal needs and belongings.

68. The teaching of personal and social development is good because effective use is made of teachers' knowledge and they plan for this area of learning as part of the activities provided. For example, during role-play in the aeroplane they make conversation with others, take turns to be the pilot and help one another to weigh luggage and check passports. There is a consistent approach by teachers and assistants so children know what an adults' response is likely to be. They listen carefully and take turns to respond to questions. Teachers know the children and their families well and use this knowledge effectively when planning work to help children become more mature and responsible. All adults are vigilant and quickly notice if any child is the cause of unhappiness in others. Children are gaining a sense of what is fair because any incidents are handled well by teachers. Children learn from one another because teachers have created a feeling of openness as when they look at photographs of staff who help them and confidently suggest what kind of help they needed and express appreciation of what was done for them. Teachers strengthen the impressions that children have of their own cultures and faiths and they are extending their understanding that those who have different views or beliefs to themselves need to be treated with respect.

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

69. Overall children reach expected standards by the end of reception year. However, the faster learners have just started early National Curriculum work but slower learners will not have reached all the expected communication, language and literacy standards and will need more time in Year 1 to achieve them. Children readily talk with others and most are prepared to take turns in conversation. They use both written and spoken language in their play in the '*aeroplane*' and respond to what they have learned by relevant questions. Many now show some awareness of the listener, for example, greeting visitors, using "please" and "thank you" and responding to registration politely. Children frequently come to school able to recite the alphabet but cannot use this skill to read. However, they are now acquiring a good knowledge of alphabet letter sounds and are using this knowledge and understanding to read unfamiliar words. A system of 'sound buttons' helps them learn to read such words as '*ship*' by blending two sounds together and this also helps them extend their spelling skills. They are interested in books, enjoy stories and understand the terms *author* and *illustrator*. The faster learners now write simple sentences unaided and some longer ones with help. Average learners also attempt simple sentences but some need more practice in forming letters. The slower learners make marks but are not at the stage of being able to write their own sentences although they talk about their attempts and an adult writes for them.
70. The teaching of the communication, language and literacy area of learning is very good. Lessons are planned in line with the goals children are expected to reach and due regard is given to the requirements of the National Literacy Strategy guidance so that children are gradually prepared for these sessions when they reach Year 1. The lesson planning builds on previous learning and what teachers have observed about how well they have managed tasks during activities. The teaching of basic skills is very good and teachers give emphasis to reading by having words and captions around the classroom on every topic and there is a comfortable, cosy book corner that encourages children to go and look at books. This works well and children were seen pretending to read a story to a teddy.
71. The teachers and their assistants have a good understanding of how children learn which is demonstrated in the way they talk with them, the very good relationships and interesting activities. The teaching assistants are very skilled and particularly make time to listen to

children and talk with them. For example, when the classes were visited by Boston Bike Club and children examined and talked about bicycles of the past and how they compared with modern cycles. This gave them opportunities to respond and demonstrate what they remembered and raised children's self esteem.

### **Mathematical development**

72. Overall, children reach expected standards by the end of reception year. However, the faster learners have just started early National Curriculum work but slower learners will not have reached all the expected mathematical standards and will need more time in Year 1 to achieve them. Most children are now at the stage where their counting is more reliable and they count forwards and backwards from any starting point. Using large cards they take part at putting numbers in order and use such terms as '*before*' and '*after*' successfully but some still need support. Children are eager to respond and sometimes find it difficult not to shout out the answer. When a group are learning about estimating they make good attempts to guess how many objects are in a transparent box; their estimations are sensible. As they check their estimates by counting there is real excitement and exclamations of "I'm getting it right" when they realise how accurate they are becoming.
73. The teaching of the mathematical area of learning is very good. The basic skills are taught very well and there is a focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas. The teaching is effective because there are clear explanations, effective questioning and practical investigations. Both teachers and their assistants work well as a team and they sensitively support reinforce and extend children's responses. Both adults are good at observing children and during lessons make quick notes about children's progress. This information is used very well because the teachers are willing to make changes to lessons to give children confidence so they achieve success. As the teaching assistants and parent helpers are well briefed and have written directions they meet the specific needs of individual children well.

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

74. Children have many opportunities to develop knowledge and understanding of the world around them and most will reach the expected standards by the end of reception year. They learn about other people and features of the natural and man-made world. They readily talk about where they live and features around them. They are beginning to acquire mapping skills and they make a map of Red Riding Hood's journey to granny's house. They find out about past and present events in the own lives and those of their families such as how they have changed since a baby and through activities such as dressing up and role-play. They build and construct successfully, shape dough, use a weather chart to record changes, investigate magnets, make graphs of different types of home, draw pictures to show the life cycle of the butterfly and experiment with jelly and water to find out about melting and how temperature influences change when the jelly is put in the refrigerator. They are particularly good at using information and communication technology such as manipulating the mouse when using a program to produce graphics and using the microwave to make porridge.
75. The teaching of this area of learning is very good. Teachers plan activities that are challenging and inspire children to make very good efforts. In one lesson there was such excitement when the Roamer, a programmable toy, was introduced and children realised that not only would they learn how to make it move but also they would actually have some 'hands on' experience and do it themselves. The effective use of pictorial instructions made it easier for children to

remember directions and the provision of a track assisted children in planning the forward movement to a set place. In other sessions they use a computer mouse to control icons on a screen and some who have computers at home are very competent. Teachers have high expectations of what children can achieve and use their knowledge and understanding effectively when working with small groups. For example, when examining a modern bicycle one child found it difficult to accept that the tyres were made of rubber not plastic and only when she found objects made of plastic did he accept it. There is always a focus on safety so that children can learn to handle equipment with care. Teachers are very aware that not all can work at the same speed or maintain their concentration for as long as others and they modify or extend tasks as needed. In this way every child achieves success but faster learners get more work done than others.

### **Physical development**

76. Children have many opportunities to use a range of small equipment and all are likely to reach expected standards by the end of reception year. They handle tools, objects, construction and malleable materials safely and with increasing control. There are opportunities to cut and stick and make models, use writing tools, construct with small bricks and in doing so children extend their co-ordination and control. When providing activities for larger movement teachers usually use both the hall and the outdoor area but the hall has been out of use for some weeks due to the building programme. Some limited use of the hall was seen during the inspection owing to the floor not fully in place. The outdoor space is currently under development and although it only partially provides what children need as yet the building plans show a marked improvement for this aspect when completed. In the lessons seen children were observed moving around confidently without bumping into one another, following teachers' directions, becoming more co-ordinated and being prepared to practise skills to improve.
77. The teaching of this area of learning is good in those aspects seen. Teachers plan carefully for this area of learning. Self-expression through physical activity is encouraged. Children trust teachers and are eager to try new tasks. There is considerable encouragement and praise for effort. Children show great concentration when they painstakingly work with clay exploring and experimenting before producing a model or make impressions of bicycle parts in dough. It was not possible to see large-scale movements such as climbing over, under, through, around and between using large apparatus such as climbing equipment but balancing using benches and movement along apparatus was possible. The wet or very cold weather prevents any attempts at outdoor work but the teachers provide appropriate physical challenges when working with children on the playground. They are providing as well as possible within present constraints.

### **Creative development**

78. Children make good progress in their creative development and most will reach expected standards by the end of reception year. They paint and draw, make patterns, use play dough to create, make and experiment with musical instruments, sing and play percussion instruments. They explore colour and texture and children made good efforts to paint pictures about stories or interesting objects they have seen. Observational drawing of a modern bicycle was tackled very well and some children made very good efforts producing work of a much higher standard than usually expected for this age. They paint to represent parts of a bicycle and print using cogs and wheels. Children use their imagination very well in role-play, stories and art and design.

79. The teaching of creative development is very good. Teachers use their knowledge very effectively when providing clear explanations of tasks and children understand what they have to do. The teachers moved from group to group commenting and asking questions to probe understanding and check progress. The sessions were very well organised and team teaching made effective use of a wide range of experiences and expertise to support children's learning. Teaching assistants were particularly well deployed and learning would not have progressed as well without such support. For example, the involvement of adults in role-play extended language and ideas and no opportunities were missed to make use of essential literacy and numeracy skills.

## **ENGLISH**

80. By the end of Year 2 most children reach average standards for their age in reading and writing. However, children reach high standards in speaking and listening, which is an improvement on the previous inspection. All other aspects of English are in line with the findings of the previous inspection and with the results of the 2002 National Curriculum tests. By the end of Year 6 standards in speaking and listening, reading and writing are above average. This is an improvement on the findings of the previous inspection and in line with the results of the 2002 National Curriculum tests.

### Strengths in the subject are:

- The ways that the good teaching is contributing effectively to children's learning;
- The good use made of tests to keep abreast of children's progress and set targets for improvement;
- The many opportunities provided to develop good speaking and listening skills;
- The systematic teaching of reading;
- The many opportunities for children to develop their English skills in other subjects of the curriculum;
- The good marking of work that helps children know how well they are doing;
- The generally well presented work;
- The regular spelling practice that enables children to spell accurately in their writing;
- The ways that slower learners are supported to achieve success;
- The good use made of the library.

### An area for development

- Ensuring a more consistent approach to handwriting.
81. As they move through the school most children, including those with learning difficulties, and those for whom English is an additional language and gifted and talented children, make good progress. In Years 1 and 2, staff disruptions, and in some classes lack of teacher knowledge, have contributed to lower proportions of higher achieving children and lower but satisfactory rates of progress overall. The school has taken action to remedy these issues, but there has been insufficient time for this to have a significant impact on standards and progress by the end of the current Year 2.
82. A significant factor in the overall high quality of children's learning is the quality of teaching, which is good overall. Sometimes this is very good and occasionally excellent. An important factor in the overall high standards is the good use the school makes of testing children's progress to set targets for improvement for groups of children and for individuals. In addition it aids teachers' planning so that children achieve success.

83. Teachers provide children with many opportunities to develop their speaking and listening skills. For example, in an assembly for older children, they explained how they achieved awards for sporting and performing activities out of school. They spoke clearly, organised their ideas well and responded appropriately to the teacher's questions. On other occasions such as school council meetings, or when a whole class meets together, in class discussions, when they respond to challenges set by the headteacher and in lessons, children are challenged by the teachers' high expectations to develop their skills. This helps them to extend their skills make good progress. In a Year 1 lesson about story settings the teacher insisted on children using precise descriptions rather than vague words such as, '*things*' in the discussion time. Teachers manage children well so that they are usually well behaved and attentive. This helps to improve their listening skills. Children are confident to speak in discussions and to answer questions because relationships are very good and children know that their contributions are valued and respected. For example, in a Year 5 class, slower learners made good progress in their understanding of culture and extended their skills in listening and responding because the teacher engaged children in a discussion about cultural differences in the text.
84. Most teachers have a good knowledge of how to teach basic skills and consequently children have a secure understanding of the different methods they can use when reading new or unfamiliar words. For example, lower achieving children in Year 2 know how to use alphabet letter sounds, picture clues and '*reading on*' to establish meaning. Higher achieving children begin to '*read between the lines*' and explain their preferences for different authors. Teachers make good use of the literacy strategy in helping to structure reading development. This is closely linked to clear records of children's reading which also indicate what children need to do in order to improve. In this way they make good progress. This was seen with higher achieving children in Year 6 who confidently used their inferential and deductive skills in explaining crucial features in text and used references from the text when justifying their preferences.
85. The school has a well-appointed and attractive library. Children like to be there and this encourages their reading. Teachers ensure that throughout the school most children make good progress in their library and research skills because they have regular lessons in the library.
86. Teachers mark children's written work regularly. They provide comments that are supportive and help children to understand what they need to do in order to improve. This was seen in a Year 2 class where the teacher had commented, 'A good start. Remember to use speech marks please'. By the end of Year 6 most children punctuate their work accurately and confidently, including such aspects as commas, ellipsis and paragraphs. Teachers generally use their good subject knowledge effectively to ensure that children write for a wide range of audiences and purposes and make their work lively and interesting through the use of imaginative and adventurous words and ideas. By the end of Year 2 most children spell simple words and some more difficult words accurately because they are provided with regular spelling practice and have clear strategies for improving their spelling. By the end of Year 6 most children's spelling of common words is accurate and the higher achievers spell more complex words.
87. The school provides many opportunities for children to develop their English skills in other subjects of the curriculum. This helps to extend their work in English and in the other subjects. For example, children in Year 2 wrote about their favourite exercise and food in scientific work. Children in Year 6 produced clearly written descriptions of different aspects of rivers in their work in geography.

88. Teachers generally have high standards and insist on the clear and accurate presentation of children's work. Most children respond positively and produce clear joined and well-formed handwriting. However, there are some inconsistencies in the standards of handwriting at both infant and junior stages. The inconsistent models some teachers provide in their written comments on children's work sometimes exacerbate this. Most children at both infant and junior stages are more confident at writing independently because teachers provide children with a good understanding of how to structure their writing and opportunities to work without the immediate supervision. This is an improvement on the findings of the previous inspection. There are opportunities to use word-processing skills and the range of written work includes the effective use of information and communication technology.
89. Teachers make good use of assistants to help children of all abilities, and if needed, to support children with learning difficulties. For example, Year 3 children with learning difficulties were supported in writing adventure stories in the first person. Where necessary children with learning difficulties have clearly written individual education plans that contain concise achievable targets. The school makes good provision for children for whom English is an additional language so they make good progress. They establish good links with parents and are appropriately supported by the local education authority. Teachers regularly test and check children's work and this helps them to set targets for their improvement. However, there are inconsistencies in the way these are used and sometimes it leads to missed opportunities for children to reflect on how they might improve.
90. The subject is well co-ordinated. The recently appointed co-ordinator works hard to support staff and organise the subject. She has a clear understanding of the way ahead in order to raise standards. She regularly checks planning and children's work but does not yet have sufficient opportunities for observing teaching and learning throughout the school in order to make improvements.

## **MATHEMATICS**

91. By Year 2, most children attain standards that are average for their age in numeracy and mathematics (number, space, shape and measure and data handling). This is similar to the standards reported in the last inspection. By Year 6 standards are above average. Almost all children attain standards that are at least typical for their age in numeracy and all areas of mathematics. A high portion, approximately 45 per cent, attain higher standards and, a minority of this group do even better reaching standards well in excess of those expected.

### Strengths in the subject:

- The good teaching is contributing effectively to children's learning;
- The high level of challenge and expectation at Years 5 and 6 that is improving standards;
- The good range of support for slower learners;
- The extensive use of mathematics in other subjects;
- The good oral and mental skills and use of mathematical vocabulary of juniors;
- The confident use of fractions and decimals.

### Areas for further development

- Providing harder work for higher achievers at Year 2 so that they do better in National Curriculum tests;
- Extending the range of activities and opportunities for children to organize their work;
- Having a more consistent approach to homework, challenge and teacher's expectations;
- Extending the use of information and communication technology in mathematics work.



92. The work of the current Year 2 shows that about 15 per cent of the age group are engaged in work of the higher level but this is low and reflects the results of the national tests last year. One reason for the lower than expected attainment of the more able children is that one Year 2 class has had several changes of teacher, which has caused some disruption in their learning. There has also been some weakness in teacher's knowledge and awareness of how to promote higher standards with more able children. As a result, few of these children have reached targets appropriate to their ability. For example, understanding place value with numbers to 1000 or decimal notation in the context of money. Action has been taken to deal with this matter but has not yet had time to impact upon levels of attainment.
93. At Year 6 most children reach at least expected standards. Of those who reach higher standards there are some who do even better reaching standards well in excess of those expected of eleven year olds. For example, in problems involving evaluating one number as a percentage of another. Overall, standards match those reported at the last inspection. The number of children reaching higher standards now is significantly higher than in the results of the 2002 National Curriculum tests. The main reason more children are now doing better in mathematics is the very good quality of teaching in the Year 5 and 6 classes of older children and the teachers' high expectations of more able children.
94. There is no significant difference between the attainment of girls and boys. Children with learning difficulties are well supported in lesson by carefully written individual education plans and the support of teaching assistants. This enables them to make good progress. For example, in a Year 2 lesson, a well directed activity, good use of practical resources and carefully chosen questions enabled a child with severe learning difficulties to match coloured objects to numbers. Similarly a group of Year 4 children made good progress towards learning how many to add to a number to reach the next multiple of 100 because of the clarity of the task the teacher had set and the good skills of the teaching assistant in applying it. The support for children with learning difficulties and the overall good match of work to the varying levels of abilities means all children are included in the learning opportunities the lessons provide. In addition, such initiatives as 'Springboard' and 'booster' classes bolster the attainment of children in specific areas of mathematics. Inclusion is occasionally compromised when the expectations of more able children, particularly in Year 2, are not high enough.
95. By the age of seven most children understand the place value of numbers to 100 and have quick mental recall of addition and subtraction facts up to 10. Most add two-digit figures together accurately but are less sure about subtraction of such numbers. A minority are competent with three-digit numbers and, whilst they understand that money can be written in decimal format (£2.34), few have secure knowledge of the place or coin value of each figure in such a statement. They know the basic properties of common two-dimensional and three-dimensional shapes such as a triangle and cube. Most recognise a right angle but do not understand angle as a measure of turn. The majority show skill in measuring in centimetres and understand the meaning of estimating but are less secure with other metric measures such as grams and millilitres. They apply their numeracy to problems such as the cost of nine apples at 8 pence each and the change from £1.00 but many lack confidence in tackling a two-stage problem which is applicable to children of their age. The overuse of worksheets in Year 2 restricts the opportunities for children to learn how to organise their work which is a skill expected by the National Curriculum for this age group.
96. By the age of eleven children have a very good understanding of how to use the place value of numbers to calculate quickly and accurately. For instance when halving 19 and halving the

answer. The majority use fractions and decimals confidently, for example, when finding equivalent fractions to put a group of these in size order. The more able have a very good grasp of percentages and work confidently solving problems such as evaluating one number as a percentage of another, work which is relevant to secondary age children.

97. They know the properties of shapes, and use vocabulary such as *mean*, *median* and *mode* correctly when interpreting graphs and other data. There is a good understanding of metric measure and the importance of using estimates to check answers. Their oral and mental skills and ability to explain how they have found an answer are particularly good.
98. Mathematics is used extensively in other subjects. For example, by infant children in science when they complete a Carroll type graph to record the rate at which ice melts and in history when they use a time line showing recent past years to learn about important events in living memory. In science children in Year 3 use millilitres to measure how much water plants need and Year 4 investigate temperature variations around the school using their knowledge of time and thermometer scales. Older children find out about the metric quantities of different kinds of food allocated to people during rationing in the Second World War and graph the varying time of sunrise and sunset in a number of months of the years. Traffic is tallied and graphed in geography, nets are used in design and technology to produce cubes, cuboids and pyramids for a model of a Church. Year 6 children use mathematics skills extensively during their summer term *Enterprise* project, which involves the marketing of a product.
99. The overall quality of teaching has improved since the last inspection and is now good. In a significant number of lessons the quality is very good particularly in Year 5 and Year 6 classes. Most teachers have sound knowledge and understanding of teaching mathematics. However, the oral and mental sessions in some lessons lack the pace to rehearse, sharpen and develop mental skills. There is good practice. For example, good learning was promoted in a Year 3 lesson when all the class had to work out addition and subtraction sums to complete a chain of questions in the fastest possible time. Teachers regularly make sure children know what they are expected to learn and use this effectively during the discussion at the end of the lesson to check on children's progress. The use of information and communication technology to support and extend children's learning is increasing. For instance in a Year 6 lesson by more able children to investigate angles in shapes and in Year 2 to consolidate learning about the decimal format of money by buying and selling in a 'Toy Shop' program. Teachers make sure the classroom assistants are well informed about how to support children's learning as in a Year 4 lesson, when a group of children with learning difficulties made good progress in rounding numbers up to the next hundred through questions and discussion which built securely on what they already knew. Children's positive attitudes and sensible behaviour is testimony to the good organisational management skills of teachers and the high quality of relationships. This is helped by the efficient use of resources, which enable children to settle quickly to their written tasks. Teachers set homework to support the work in lessons although all children do not do it regularly enough.
100. The main factors that distinguish the very good lessons from others are the level of teachers' challenge and expectation. For instance when enthusiastic teaching results in Year 5 children gaining new skills, knowledge and understanding as they investigate quotients and remainders in division problems. Similarly the challenge for the average group of Year 6 children to tackle above average work by finding the equivalent fractions to place  $\frac{3}{8}$ ths,  $\frac{7}{12}$ ths and  $\frac{5}{6}$ ths in order of size. There are also high expectations of the more able in their work on percentages to answer difficult problems such as *83 % of £490.00*. In contrast the low challenge and expectations in some lessons when, for example, more able children are not given a high enough

starting point for their work or they are not given difficult enough work.

101. The role of the co-ordinator for mathematics is well developed. This has established a consistent whole school approach to curriculum planning and the checking of children's learning. The three-part lesson structure of the National Numeracy Framework is also firmly in place. Test results are used effectively to track progress, identify weaknesses, inform planning and set targets for improvement. Observation of lessons has led to improved teaching in which children can be more involved in their own learning. The better use of information and communication technology and the discussion session at the end of lessons have been identified as areas for future improvement. The co-ordinator demonstrates good practice, for example, in the way he marks children's work. This includes constructive comments which often provide children with details of how they can improve. However, the quality of marking is inconsistent across the school. A numeracy workshop has been held to familiarise parents with current practice in mathematics so that they are more able to help with homework. Resources are adequate although there is a shortage of measuring equipment and inadequate inaccessible storage results in difficulties for children to select items for work.

## SCIENCE

102. By the end of Year 2 standards are average and children make steady progress. Although most children reach an expected level of understanding few are sufficiently well challenged in their learning to enable them to do better and reach the higher level both in their scientific knowledge and when developing enquiring minds. This has not improved since the last inspection. The current Year 2 children do not achieve as well as those in more recent years and the lack of investigative work is an area being remedied at this stage. Standards in science by the end of Year 6 are above average overall with children making the best progress in those aspects of their science work in which they learn and understand factual scientific information. However, there is insufficient work to develop children's investigative skills and standards in this aspect of the subject are average. This weakness is recognised by the school and steps have already been taken to remedy but at the inspection there had been insufficient time to see an impact on standards.

### Strengths in the subject are:

- Very strong leadership of the subject co-ordinator in monitoring and developing the school's work ;
- Well planned lessons with clear objectives to build on children's previous learning;
- Teachers' high expectations and very good relationships that motivate children to want to learn, do their best and sustain their interest in their lessons;
- Challenging, often demanding questioning that strengthens children's understanding;
- Teachers' secure subject knowledge that ensures the use of correct scientific terminology;
- Very good support in lessons for children less confident in their learning;
- Children's very good attitudes and enthusiasm for their work;
- The many ways in which the subject is enhanced through clubs, visits, activity weeks, and practical work within the natural environment.

### Areas for development in the subject:

- Provide more investigative work for all children to improve their independence in decision making;
- Improve teachers' understanding of the progression of investigative skills;
- Improve the level of challenge at Years 1 and 2 so that children achieve better;

- Extend the use of information and communication technology for logging, communicating and interpreting data;
  - To use the best practice in marking and information about progress when planning new work.
105. Overall, teaching is good, with a quarter of the lessons very good. Its strength is reflected in the progress that children make, particularly at Years 3 to 6 and including those with learning difficulties. This is an improvement since the last inspection. The good teaching results in effective learning. Notable examples were older children amazed to see the oscilloscope represent the changing volume and pitch of their teacher's voice as wave patterns on the screen. Eagerly making simple panpipes they generalise about the length of the pipes and the notes they produce. When interpreting information in different formats, other Year 6 children form their own decision trees deciding how to identify each sweet in their colourful collection by posing simple closed questions – a real challenge that resulted in all succeeding because of the teacher's well planned introduction and clear explanations. The well-prepared and very appropriate support enables children with learning difficulties to develop their understanding and progress well. Responding to skilled questioning and high expectations of their work, Year 4 children successfully plan their own scientific investigations into skeletal growth. From active discussions key questions emerge - *Do people with long legs jump higher? Do boys have longer arms than girls?* – This led to decision making at its best as the groups considered sample size, which measurements to take and how to keep the test conditions fair. Secure understanding of the process helps the children to know that after their tests an evaluation will decide the success of their enquiries.
106. This effective teaching is a good basis on which to build confidence in teaching investigative skills throughout the school. The current Year 2 are not achieving as well as those in previous years. Investigative work is seen as an area for improvement. For example, when Year 2 children find out what happens when bread is heated, deciding which factors they will keep the same and what will be changed, they are beginning to draw simple conclusions based on their observations. When assessing that a group of more able Year 5 children understand their work well, the teacher's demanding questioning extends their understanding of how plants colonise new ground as seeds disperse but their report to the rest of the class is not used to the best advantage to share their learning.
107. Children respond very well to their work because teachers have established very good relationships. Science is enjoyed; children learn well together, listen carefully and share ideas. Science is very well enhanced by many additional activities such as Healthy Schools Activity Week. The dental nurse visits Year 3 as they learn about caring for teeth. Members of the Eco Club committee organise litter patrols. The coastal environment, especially Gibraltar Point Reserve offers wonderful opportunities for mini beast hunts, pond dipping and bird watching. Attractive supportive displays of work include the key questions that help to develop understanding. Science makes a very significant contribution to children's spiritual, social and moral development. Numeracy, literacy and discussion skills are well used but opportunities to extend those for information and communications technology to log, communicate and interpret data are still in their infancy.
108. The leadership of science is very strong. The co-ordinator has a very thorough understanding of the areas to further improve standards and is working extremely hard to develop the investigative skills to underpin teaching in other aspects of the subject and ensure that work is well matched to children's abilities. Regular monitoring tasks of teachers' planning, sampling children's work, and observing lessons provide clear guidance for teachers. The analysis of test

result to identify areas when understanding is less secure provides a good awareness of the steps needed to take the subject forward.

## **ART AND DESIGN**

109. Standards in art and design in both the infants and juniors are good and children of all abilities make good progress in their learning. The subject is held in high esteem throughout the school and experiences in art are used to great effect in support of many other subjects, enabling children to achieve standards that are above those that are typical by the ages of seven and eleven. This is particularly true of drawing and painting skills, as children of all ages find their inspiration in the work of different artists or from the natural world around them. Standards, together with the progress all children make, have improved since the last inspection report.

Strengths of the subject are:

- The high subject profile through Arts Weeks and the school art exhibition;
- The good quality of teaching that enables children to achieve well;
- High value placed on children's artwork;
- Very good contribution to children's spiritual and cultural development;
- The contribution of art and design to work in other subjects;
- Opportunities for all children to work alongside visiting artists.

Areas for development:

- Extend the use of sketchbooks to other elements of art;
- Widen experiences to include craftspeople and designers;
- Identify further opportunities to use computers to compliment art, craft and design;
- Opportunities for the subject leader to develop her role.

111. Teaching is always good with some even better teaching seen in two junior classes and enables all children to achieve highly in these lessons but is evident in the quality of artwork displayed throughout the school. An overall improvement from the last inspection. Fascinated by their teacher's very good understanding of the painting of Hogarth's portrait of *The Graham Family*, children in Year 6 then confidently choose a small "view" on their own print showing contrast in shade, line or pattern to recreate successfully as a magnified sketched image. Knowing these skills will help them select an interesting part of the view of the town from the pier to develop as a watercolour painting, but also to create the best digital image of their future Enterprise product for marketing purposes. Challenged by the teacher's skilled questioning to recall their feelings of the work of Mondrian Year 4s consider his bold use of black lines with bright patches of primary colour before focussing their attention, initially with surprise, on the effect of the brushwork of Seurat. Experimenting with his technique they confidently explore their own representation of a modern park planning to later use the computer program in their work. Children of all ages enjoy their artwork in all its forms, working with great interest and enthusiasm.
112. Children explore a very wide range of starting points for their work successfully building on the their skills particularly of drawing and painting but developing all other aspects of art and design that are the focus of their planned work in each year group. Central to the work in art and design is the close links made with other subjects. After visiting the historic Gainsborough Old Hall Year 3s create textured backgrounds for their paper collage jesters in Tudor style costumes, adding suitable facial expressions. Year 6 sketch the parish church, while younger children move outside to record the shapes they seen in nearby houses. Natureland is the inspiration for Year 1's collage work – aquarium scenes with materials selected carefully for the underwater features. Studying fruit in their science, carefully printed repeating patterns show clearly their shape and form and amusingly add fruit to the bodies as Renee Magritte did in his work. Looking closely at photographs of their planet dance, Year 5s design and make hats reflecting in the texture, colour or character of the planets, with the sun an explosion of fiery rays. Inspired their study of Aboriginal art they develop the shape, pattern and boldness of colour in their own work.
113. Sketchbooks are used as children explore and develop their drawing skills - using their pencils to create shading, and three-dimensional effects, sketching scenes to translate into paintings or observing in science the closest detail of plants, rocks or animals with increasing control. The subject leader is encouraging extending their use to other aspects of artwork. Preparing for their trip to York Year 5 really benefit from regularly working alongside a local artist to develop drawing skills. In the Big Arts Week, all children experienced working with a visiting artist

learning to mix and use watercolour paint. Whole-school Art Weeks, preparing for the school art exhibition and club activities all greatly enhance the subject.

114. Art and design is well led by an enthusiastic co-ordinator who has a good understanding of her subject. Regularly reviewing teachers' planning, she provides feedback on her evaluations. A portfolio of children's work in different media and contexts is beginning to be assembled. With few opportunities to observe others teaching, her advisory responsibilities are key to her role. She works hard to ensure that art is well resourced. New procedures to track children's progress are in place but not yet sufficiently well established to help teachers decide on the next stages of learning.

## **DESIGN AND TECHNOLOGY**

115. At the last inspection standards in this subject were better than usually expected for age at both Year 2 and Year 6. This has not been maintained at Year 2 as standards in design and technology are now typical of those achieved by children aged seven. The higher standard has been maintained in junior classes. By the end of Year 6 standards are still higher than those usually expected for children of this age. Evidence is based on discussions with teachers and children, a review of their work in both age groups, together with some teaching. Older children draw especially well on all their previous skills, and apply them very effectively to their assignments, showing good understanding of how their products will work and recognising there are material limitations. Progress is good in all classes.

### Strengths of the subject are:

- The development of the full design and make process from investigating familiar products to evaluating their own work;
- Well taught skills and health and safety issues well established;
- Assignments draw successfully on knowledge from other subjects;
- Good teaching in well planned and prepared lessons;
- Children's very positive attitudes.

### Areas for development:

- Extend opportunities to use computer skills and programs to aid design and control;
  - Infant children work more independently to create their own design ideas;
  - Procedures to track children's progress in all aspects of their work.
116. Too few lessons were seen during the inspection to make an overall judgement about the quality of teaching. But in those lessons observed all children whatever their ability made good progress at the beginning of new themes for work in both Year 3 and 4 in response to the very good relationships and well planned introductory activities that encourage them all to share their first thoughts and ideas confidently. Eager to contribute to the class discussion, children in Year 2 not only suggest many ways of repeating their pattern ideas but think ahead to how they may transfer their pattern designs to fabrics for a coat for Joseph. Learning to produce some of their patterns using a computer program extends their opportunities well, and creates great interest. Beginning to think about how they will design and make a photograph frame, a Year 3 class consider why freestanding structures such as tripods, mug holders and music stands are safe and stable when in use. The teacher's very carefully selected resources and really probing questions help them to understand the importance of the shape and size of the bases before investigating a range of frames. Reporting the results of their discussions confidently, they show their understanding of some of the features they may use in their own designs. Co-operating

well in their groups they share ideas freely and listen to each other well before coming to an agreement about the structures.

117. How well both infants and juniors respond to their challenges is evident during both discussions. Puppets of many kinds from marionettes to glove puppets enthuse Year 2s to recall their work with pleasure. Deciding which one to draw and make "*I chose a snake because I've got one at home*" they explain the skills they use to cut and join the parts recognising that some tasks are harder than others, knowing that "*its important it looks good!*" they willingly share ideas that may improve their work such as adding pattern and a tongue to the snake. Year 6 talk with huge confidence about their assignments, particularly their moving vehicles and the church building showing great ingenuity to operate the lights inside a church. Attention to detail and precise measurements of length and angles are essential to them producing initial plans drawn from various viewpoints indicating a high level of understanding of the complete design and make process, the exact skills used, explaining how they check the progress of their work, modify their ideas, and achieve a high standard in their final work. Already considering their Enterprise product they will develop and build real business links that bring together all their previous learning.
118. Many and varied materials, including food, are successfully used in assignments. Designing and making sandwiches in Year 3, children consider hygiene and safety when preparing food, reflect on the success of their work by tasting. Building on this work in Year 5 children include a survey of their personal preferences and bread-eating habits before finding out how bread is made. Good use is made of scientific knowledge as when Year 4 decide how to operate their torches using an electrical switch. The use of computers is developing well especially in design activities but less so in control mechanisms.
119. Design and technology is well led, the co-ordinator has great enthusiasm and has influenced changes to improve the teaching of the whole design and make process. He reviews teachers' planning but has yet to observe how well the subject is taught in lessons. The progression of skills development is important to him but no formal procedures are in place to track children's achievements in all aspects of their work. Samples of finished work are assembled but not of the whole process, essential for this to become a valuable resource.

## **GEOGRAPHY**

120. Few lessons were seen in this subject but samples of written work provided, displays of work together with discussions with co-ordinators indicate that standards overall are typical for age by Year 2. Standards are mainly typical for age in the juniors but there is higher quality work at Year 6. This is a similar picture to that presented at the last inspection except that in 1998 standards were above average by Year 6. Overall, progress is sound, including those children with learning difficulties. Although there is no difference in attainment between boys and girls, there was some difference noted in the attainment between the Year 2 classes in the samples of work.

### Strengths in the subject are:

- The use of literacy to extend knowledge and present work;
- Children acquiring a good knowledge of the impact some geographical features have on the environment in the junior classes;



- The development of mapping skills;
- Standards of presentation.

#### Areas for development

- Improvements to the management and teaching of the subject;
  - Greater consistency of what children can achieve, particularly at Year 2;
  - Extending geographical enquiry skills;
  - Providing a wider range of activities for children to record their work.
121. In Year 2, children are gaining knowledge about islands, which is enhanced through literacy and the Katie Morag stories. The children understood what different forms of transport were to be found on the island. They were able to compare life on the island with Skegness using pictorial representation of similarities and differences. Simple pictorial maps were drawn showing features of the island such as buildings and roads. There was some evidence that the attainment of the above average children especially, in drawing maps of, varied significantly between the two Year 2 classes.
122. In Year 6 most children could identify mountain ranges in an atlas and locate and record them on a blank map. Some were able to do it more quickly than others. Most children showed a good knowledge and understanding of the actions of rivers throughout a topic seen in the children's books. They drew good block diagrams and wrote explanations when recording information. For example, to show how a waterfall erodes the land and how human habitation may contribute to flooding. Standards of presentation were above average. All children's work had a similarity to it and there was an absence of genuine geographical enquiry. Year 5 children used their literacy skills to compose pieces of persuasive travel writing about such diverse places as *Waterworld* in York to Disneyland in Paris. Year 3 children matched aerial photographs of Skegness to maps of the town. Children are now using the Internet to research topics in geography.
123. Too few lessons were observed to make an overall judgement about teaching but in the three lessons seen they were satisfactory. The children had positive attitudes to the subject. They behaved well, listened attentively and settled down to work quickly. The lessons were generally well planned but there were few opportunities for more able pupils to record in different ways and as a result, work seen had a similarity to it. There is a danger that the work in Year 4, about life in India, which is based on recommendations in national guidance, represented a stereotypical view to children, creating the impression that all Indian people live in little huts. This contrasts with other provision to extend knowledge of different cultures.
124. The teachers place an appropriate emphasis on developing mapping skills as in a Year 3 class where children studied maps of Skegness. Teachers mark work regularly but the quality is variable being mostly corrective and lacking in advice for children as to how to improve their work.
125. The co-ordinator checks on teachers' planning and children's work is sampled annually in Year 2 and Year 6. This is inadequate because the shortcomings found by inspectors had not been perceived by the co-ordinator. There has been no opportunity yet for the monitoring of teaching and learning in the classrooms. A file of work samples is kept but as the pieces of work are undated it is difficult to use them for any form of progress analysis. The co-ordinator manages an action plan, which sets out development over time.

## HISTORY

126. It was possible to see only one lesson of history at Years 1 and 2 so judgements are also based on the samples of written work provided and discussion with children and teachers. Overall, standards by Year 2 are typical for age and children make steady progress. By Year 6, standards in lessons are typical for age and children have continued to make steady progress. However, samples of written work for the previous term show that standards were higher than this and progress had been good. Children with learning difficulties achieve well because teachers ensure they have the range of support they need.

### Strengths in the subject are:

- Children acquire a good knowledge of historical events;
- Effective use is made of a range of artefacts to extend children's knowledge of life in the past;
- Standards of presentation are good;
- Effective use is made of visits to historical places of interest;
- Children are good at using a variety of sources when researching information.

### An area for development:

- Extending the knowledge of some teachers to provide more challenging lessons.

128. Discussion with Year 2 children indicates that they have a good knowledge of historical events such as the Great Fire of London and understand how a source of evidence, such as the diary of Samuel Pepys, shows it really happened. The children recounted what it was like to live in those times but the more able learners articulated clearly very good reasons for not wishing to live in those times. They are developing a sense of chronology. When talking about the changes that have taken place in their home area, discussion was less enthusiastic but they had begun to acquire a sound knowledge of different features and the ways that people travelled around or used their leisure in the last 40 years compared with what happens in Skegness today.
129. This term juniors are making satisfactory gains in knowledge and understanding of life in different periods of history, through their lessons about the Romans, Tudor Britain, Invaders and Settlers and World War II. They also studied recent local history about twentieth century Skegness that provided first hand opportunities for learning. Children in Year 3 studied the reasons for the many wives of Henry VIII. They were able to identify the various problems posed to Henry by each wife, thus developing insights to life in the Tudor Court.
130. In the lessons seen teaching is generally sound. In the one lesson seen at Year 1 the teaching was very good. The teacher had planned a lesson that focused on homes a long time ago and the effective use of resources allowed children to examine artefacts from the first half of the twentieth century, bringing the subject alive. The learning was very good because children were able to relate to such items as toys, a pestle and mortar and photographs gaining new knowledge and understanding about things past and present. Skilful questioning, clear explanations and the effective use of artefacts resulted in most children extending their understanding and knowledge of life in the past.
131. In the junior classes it was only possible to see lessons at Years 3 and 5 and half were good and half satisfactory. When teacher expectation is high the most favourable conditions are created

for learning. This was best when teachers had a strong knowledge of the subject and used artefacts and other resources such as maps, to good effect. Weaknesses were seen in those lessons where teachers lacked some knowledge and this resulted in less challenge for children. For example, when studying features of air raids and air raid shelters, children in these classes could describe the causes of the Second World War but opportunities were missed for the above average learners to extend the depth of understanding particularly with regard to cause and effect. The marking of children's work varies but it tends to be corrective and there is a heavy emphasis on the use of ticks with only very occasional comment explaining what a child should do next or how they could improve.

132. Standards of presentation are good and teachers plan activities where they can make effective links with literacy enabling children to develop their reading, writing and speaking and listening skills. Teachers are good at including such activities to places of interest to support learning. For example, Year 3 went to Gainsborough Hall to study Tudor life and to Skegness Library where the Local History Librarian used old photographs to teach the children about sources of information for research. There is wide use of the Internet to research topics in history.
133. The co-ordinator, encouraged by the headteacher is still modifying, changing and developing the curriculum plans. He is confident in the role and knows what further development is needed but has a limited opportunity to observe teaching and learning in lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Standards in information and communication technology by Year 2 and Year 6 are typical for their age thus maintaining the standards of the last inspection. Those children with learning difficulties enjoy this work and make good efforts to achieve well. However there are clear indications that now the school has a large computer suite and much new equipment, standards are beginning to rise particularly in the junior classes in areas such as multi- media presentations and progress is good.

### Strengths in the subject

- The good teaching and learning;
- Very good use of the computer suite;
- The enthusiasm of the subject leader;
- Children's interest in lessons and their willingness to help others;
- Co-operative working;
- Opportunities to experiment and explore with a range of programs.

### Areas for development are:

- Extending the use of technology to other subjects as a support and tool for learning.

135. By the time they are seven most children are able to use word processing skills to compose poetry or a story using the computer. They use a graphics program to draw and use colour in pictures of Elma the elephant and use a control program to draw different shapes on the screen. They are just beginning to use a CD-ROM to research for their topics. For example, in a Year 2 class children were beginning to refine their search when finding out about pets from an encyclopaedia program. By the time they are 11 the majority have become very competent and confident in using a range of applications including word-processing, graphics, data handling and spread sheets. They are becoming very skilled in the production of multi-media presentations using a range of innovative ideas to make their presentations more interesting. These include

the use of animation of text and animated clip art. All children have an e-mail address and they communicate with children in other schools and also use the Internet for researching subjects such as geography or history.

136. The quality of teaching has improved since the last inspection and is now good overall with some very good teaching in the junior classes. Teachers are gaining in confidence as their knowledge and understanding of the subject increases. They plan interesting and exciting activities, which immediately engage the interest of all the children and ensure that they are well motivated. Many teachers deal confidently with any technical problems that might occur but if there is a problem that they cannot solve they quickly move the child onto another machine to ensure that no learning time is lost. Teachers carefully recap on prior learning so that new skills build securely on that already known or understood. Teachers encourage children to work together, often deliberately pairing together those of differing ability so that all children understand the activity and that those with learning difficulties can make good progress. More able children are also encouraged to help any child experiencing problems and they do this sensitively. As there are now sufficient computers every child can work at their own pace thus ensuring success.
137. Good question and answer sessions are a feature of many lessons and are used to both ascertain what children already know but also to move learning forward. Another notable feature of many lessons is the opportunity that teachers give children to experiment and explore the programs once the learning objective has been achieved. This was seen in the Year 6 lesson on multi-media presentations. Once the children had reached a certain point in their understanding the teacher encouraged them to explore new aspects of the program. The children responded very well and displayed great confidence in experimenting with the different effects that they could achieve. They took great pride in their achievements and were quick to show other children how well they had done. Children are very well motivated by the tasks and are obviously interested in what the teachers have prepared for them so attitudes and behaviour in most lessons were very good. All the teachers leave time at the end of the lesson to evaluate the work and assess what has been learned.
138. The subject co-ordinator has very good knowledge, which has been used successfully to improve standards. His own enthusiasm for the subject has instilled confidence in the staff and children have benefited from the computer club that he runs where they have produced their own web site. The subject is in a very strong position to develop rapidly.

## MUSIC

139. Standards in music are similar to those found in most schools at the ages of seven and eleven. This maintains the standards of the last inspection when attainment was found to be similar to national standards. Progress is good in those aspects seen and children with learning difficulties receive appropriate support that enables them to achieve well. However, since the last inspection many of the teachers with musical ability have left the school and class teachers now use a commercial scheme for most lessons and a specialist teacher is now employed to teach some lessons.

### Strengths in the subject are:

- Teacher enthusiasm and very good relationships with children that extended children's confidence and self-esteem;
- Extending learning opportunities by using specialist teaching;
- Variety of practical experiences;

- Opportunities and range of instrumental tuition.

#### Areas for development

- Extending the confidence and expertise of some teachers.
140. By the time they are seven most children sing songs from memory and are able to keep a steady beat to accompany their singing. They are able to recognise how the tempo of music can affect the mood of a piece and have a good understanding of how sound is produced in different instruments. Although it was not possible to observe any music in Year 6 the work seen in Year 5 indicates that standards are on course to be similar to what is expected. Children are able to compose their own fanfare using three notes and perform them for other children. They understand simple notation and are able to maintain their own part in two-part singing. Many children are learning to play a range of orchestral instruments including keyboard, strings and woodwind instruments. This is adding to children's knowledge and skills in music.
141. The quality of teaching is good overall in both the infants and juniors. The best lessons were seen where teachers had good subject knowledge and were confident in their teaching. In these lessons challenging tasks are prepared which engage the children's interest. For instance, in the lesson where children had to compose a fanfare, attitudes and behaviour were very good because the children found the task challenging and readily approached the task with enthusiasm. In such lessons the teachers' subject knowledge is used effectively to extend children's learning. Where subject knowledge was less secure the interest of children dwindled and it was difficult to keep them working. The key feature in all lessons was the very good relationship between the teachers and the children who were eager to please teachers and do their best. In the better lessons this relationship enabled teachers to challenge children in a relaxed manner and improved work was the result. The teachers generally leave time at the end of the lesson to review what has been learned. This time is used profitably to return to the learning objective and assess how well they have done. Children with learning difficulties are well supported in lessons and teachers think carefully about groupings in order to ensure that all are able to access the learning and achieve as well as they can.
142. Provision for music is enhanced through such initiatives as visits from orchestras and other musical groups and the expertise of the local secondary schools is shared with the school. Although the school has lost some of its musical expertise the subject is still regarded as an important element of the curriculum and continues to make a positive contribution to children's spiritual and cultural development. The headteacher is providing appropriate guidance for the subject but has yet to extend the use of information and communication technology in this subject.

### **PHYSICAL EDUCATION**

143. By the end of Year 2 children reach standards, which are typical for their age. By the end of Year 6 most children reach standards higher than those expected for their age. Most children, including those with learning difficulties, gifted and talented children and those for whom English is an additional language, make very good progress, which is an improvement since the last inspection. A significant feature in the high standards and very good progress is the quality of teaching which is mainly very good and occasionally excellent. This too is an improvement since the last inspection.

#### Strengths in the subject are:

- The good teaching and specialist knowledge of coaches who support team games;
- The specialist teaching of dance;
- The high standards in swimming;
- The range of extra-curricular sporting activities to enhance this subject;
- Success achieved in competitive sport.

#### Areas for development

- No significant weaknesses so no area identified.
144. Teachers use their very good subject knowledge effectively to ensure that children warm up efficiently at the beginning of lessons and are well prepared for rigorous activity. In a Year 3 class most children knew why warming up was important and participated eagerly in the careful preparation session before beginning their work on extending ball skills for rounders. Teachers explain tasks clearly so that children understand what is expected of them. For example, in Year 2 at the beginning of a series of games lessons most children made rapid progress in their newly acquired '*long stop*' skills because the teacher clearly described how the skill was relevant to games such as kwik cricket and rounders and because she used helpful demonstrations.
145. The school ensures that, from Year 1, children in all year groups receive swimming lessons. This is a significant factor in the generally high standards reached by most children. The school makes excellent use of swimming instructors and parent helpers so that children can work in small groups according to their ability. For example, this helped most children in Year 1 to increase their confidence in the water and make very good progress in the acquisition of swimming skills. The school capitalises on the expertise of visiting teachers of dance. This was seen in Year 5 when children made very good progress in composing and controlling movements by varying elements such as, shape, direction and tension in their work on street dance.
146. Teachers manage children well resulting in very good behaviour and sustained concentration. For example, on a windy day on the school field Year 6 children worked hard in small groups practising their off ball movement and passing skills, while not under the immediate supervision of the teacher. Most children are confident to answer questions or demonstrate their performance because relationships are very good. They know that their contributions will be respected and valued by children and teachers. In Year 5 dance lesson the teacher very skilfully engaged children in discussion about their dance routines. They demonstrated their sequences to others confidently and collaborated very well. Teachers are generally skilful in observing and analysing movement so that they can encourage children to reflect on how they might improve their performance. In Year 3 most children improved their throwing techniques because the teacher intervened to prompt them to think about distance and hand position. Teachers plan work carefully and organise children and equipment efficiently so that children know what is expected and lessons run smoothly. For example, performance in Year 2 was enhanced because the teacher shared lesson objectives with children, referred to a previous lesson so that they could see a relevance to their work on ball skills, and ensured that all equipment was at hand so that no time was lost.
147. Teachers provide a range of extra-curricular sporting activities to enhance this subject. These include short tennis, kwik cricket, basketball, football, netball, athletics, and dance. Children receive expert coaching in basketball and tennis. The strong links with local secondary schools support its work. The school is successful in local and wider area competitive sport and swimming. Children have opportunities to take part in adventurous and outdoor activities during their residential visits to Cuffley Camp.

148. The subject is well co-ordinated. The newly appointed co-ordinator works hard to support colleagues and to develop staff and her own expertise. She checks teachers' planning in order to make improvements and organises the subject well. She has a very clear vision of how the subject is to improve in order to raise standards.

## **RELIGIOUS EDUCATION**

149. Children attain standards that are typical for their age by Year 2 and Year 6 and are in line with those expected by the Lincolnshire Agreed Syllabus. A few children attain high standards especially in aspects of the Christian religion. For instance, younger children have a good knowledge of ceremonies such as baptisms and weddings and older children understand the significance of a Christian Church and its contents. All children achieve well and make good progress. Children with learning difficulties make good progress in the subject because they are well supported by classroom assistants and tasks are carefully matched to their needs.

### Strengths in the subject are:

- Standards are improving and are good in the aspect relating to Christianity;
- The good teaching that makes effective use of resources;
- The very good relationships that encourage openness during discussions;
- The good contributions to children's personal development.

### An area for further development

- Extending knowledge of the local syllabus in seeking variations on planning.

150. By Year 2 children have sound knowledge of Christian traditions and beliefs. Most are familiar with stories from the Bible such as *'The Good Samaritan'* and *'Noah's Ark'*. They have an awareness of Christian teaching about qualities such as love of one another and honesty. They know some of the details of the life of Jesus, for instance how He used parables to teach the message of Christianity and most understand why the cross is an important symbol for Christians. They have enacted a Christian baptism and wedding and learnt the importance of vows and promises. They have a growing awareness that there are other important faiths such as Judaism, Islam and Hinduism. For example, they understand the importance and meaning of the Hindu festival of Diwali.
151. By the time they leave school children have a secure understanding of the meaning of faith and the diversity of people's beliefs. Most have a sound knowledge of the life of Jesus, know the importance of Mohammed to Muslims and are aware that Buddhism is not based upon belief in a God. They have studied religious festivals in detail such as Easter and the Jewish celebration of Hanukkah and can explain the significance of these. They show understanding of what belonging to a religion involves and the diversity of religious symbolism and artifacts, for example, through study of a Christian Church.
152. Overall the quality of teaching is good which is similar to that at the last inspection. Teachers have a sound knowledge of the subject, set clear learning goals and plan interesting lessons. For example in a Year 4 lesson when children were learning about the *'aum'* symbol and the Hindu belief of God's endless presence and power. This resulted in improved knowledge and understanding as they expressed and shared their own ideas about God. Teachers use resources effectively to support learning through such displays of those related to a christening and that about statues of the Buddha.
153. Teachers manage children well and lessons are challenging and include a high level of

expectations as in a Year 5 lesson where children learned about the Buddhist belief in pathways of enlightenment and the significance of different hand positions on Buddhist icons. Lessons are well planned to enable children to reflect upon how religious beliefs make a difference to the lives of individuals and communities and to explore the idea of what is meant by 'sacred'. For instance when children had to find information about the ninety-nine different definitions of Allah in the Islamic faith.

154. The co-ordinator is well informed about standards in religious education and provides good support for other teachers. Children's spiritual, moral, social and cultural development is well supported by lessons in religious education. Due regard is given to the use of literacy skills when tasks include writing, reading or speaking and listening. The subject is planned effectively so that children's skill, knowledge and understanding grows securely` as they move through the school.