

INSPECTION REPORT

**THE ST PETER AND ST PAUL C of E PRIMARY
SCHOOL**

Burgh-le-Marsh, Skegness

Lincolnshire

Unique reference number: 120566

Headteacher: Miss Jill Ridley

Reporting inspector: Mr Michael Raven
3961

Dates of inspection: 19th – 22nd May 2003

Inspection number: 248152

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: Voluntary Controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Wainfleet Road
Burgh-le-Marsh
Skegness
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Appropriate authority: Governing Body

Name of chair of governors: Mr S Walker

Date of previous inspection: 1st December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	M Raven	Registered inspector	Mathematics Information and communication technology Physical education Educational inclusion	How well is the school led and managed? What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
13762	N Shelley	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16892	J Elsley	Team inspector	Science History Music Foundation Stage of Learning Special educational needs	
12764	W Thomas	Team inspector	English Art and design Design and technology Geography Religious education	How good are curricular and other opportunities?

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Saint Peter and Saint Paul Primary School is a Church of England school which serves 205 boys and girls aged from four to eleven, who attend mainly from Burgh-le-Marsh but also from some outlying villages. The area is socially mixed. There is no significant unemployment or poverty. There are more boys than girls on roll. Pupils come almost exclusively from a White British background. A small proportion of pupils has special educational needs compared with other primary schools. The proportion of pupils with Statements of special educational needs is below average. Pupils' special needs cover a range of physical, sensory and learning difficulties. Children start school at the age of four with levels of personal, social and emotional development which are similar to those usually found nationally at this age. Their language, mathematical development and knowledge and understanding of the world are also about average for their age.

HOW GOOD THE SCHOOL IS

The school is failing to offer an acceptable education. Standards are too low, most notably in English, by the time pupils leave at the age of eleven. Pupils do not achieve as much as they could. The teaching is unsatisfactory. Leadership and management are poor. The school does not give good enough value for money.

What the school does well

- The school cares well for its pupils.
- Children get off to a strong start in the reception class.
- Pupils who have special educational needs are well supported.
- The school promotes good behaviour and positive attitudes to learning.
- The school has established a good partnership with parents and carers.

What could be improved

- Standards in English, science, information and communication technology (ICT), religious education, geography and history.
- Leadership and management.
- The quality of teaching.
- The use of ICT to support pupils' learning across the curriculum.
- Procedures for checking on pupils' progress and attainment and the use of the information gathered to plan work which meets the learning needs of all pupils.
- Pupils' awareness and understanding of the cultural and ethnic diversity of British society.

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

In accordance with section 13 (7) of the School Inspections Act 1996, I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. Progress since then has been poor. Standards have fallen. Pupils' progress has slowed. The quality of teaching has deteriorated, as has the quality of leadership and management.

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	C	C	E	E
Mathematics	B	B	C	C
Science	C	E	E	E

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

The inspection finds that the well below average standards in English and science which were seen in last year's national tests for eleven year olds are evident again this year. The relative strength of standards in mathematics remains. Standards in ICT, religious education, geography and history are also below expectations. The trend in standards in English, mathematics and science has been a declining one since 1998, whereas the national trend has been one of steady improvement. Pupils achieve less than they could during their seven years in school. Over the period 1998 to 2002 girls did less well than boys on average in English and much less well in science. There was a particularly marked discrepancy in the most recent science tests, with girls doing much worse than boys. The school sets modest targets for pupils' performance in English tests. Targets in mathematics are more challenging. In neither subject were the targets met last year. Standards are better in Year 2. They are above average in reading and mathematics and average in writing, as was the case when pupils took national tests last year. They are about average in most of the other subjects, including science. By the end of their time in the reception class most children have personal and social skills and levels of language and mathematical development which are about average for their age. The same is true of their knowledge and understanding of the world and physical and creative skills. A significant minority of children has more highly developed skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are mostly very enthusiastic about their lessons and other activities.
Behaviour, in and out of classrooms	Good. Pupils behave sensibly in class, listen carefully and generally try hard to do their best. Their behaviour in assemblies and at playtimes is good.
Personal development and relationships	Satisfactory. Pupils get along well together and with the adults who work with them. They have only limited and mundane opportunities to take responsibility. Their understanding of the feelings, values and beliefs of others is limited.

Attendance	Good. Pupils attend school regularly and punctually.
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TEACHING AND LEARNING

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

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

Teaching is unsatisfactory overall and as a consequence pupils do not learn as much as they could. The weakness is located mainly in Year 6, although there are also some weaknesses in Years 4 and 5. The teaching in reception and Years 1, 2 and 3 is good. Of the lessons seen during the inspection, more than one in six were unsatisfactory, all in Years 4, 5 and 6. There is lower than average proportion of good quality teaching and little which is very good. The teaching of English is unsatisfactory overall. Even though pupils get off to a sound start learning the basic skills of reading and writing, this is not built on well enough later, so that many do not reach their full potential. The teaching of mathematics, including the use of numbers, is unsatisfactory because there is too little encouragement to high achievement. The main weakness in teaching is that lessons are too often slow and unstimulating, lacking in challenge. Although pupils who have special educational needs are set work which generally meets their learning needs, many other pupils and the most able in particular, are not encouraged to reach their full potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. There are too few opportunities for pupils to use ICT as they learn in the other subjects. The full National Curriculum for ICT is not taught according to statutory requirements. The balance of time allocations to subjects is unsatisfactory. There are weaknesses in the programme for personal, social and health education, which is only taught as such in Year 6.
Provision for pupils with special educational needs	Good. Pupils with special educational needs, including those with Statements of special educational needs, are helped to have full access to all the learning and other activities on offer.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for pupils' moral development is good. However, too little is done to promote their awareness and understanding of the cultural and ethnic diversity of British society.
How well the school cares for its pupils	Pastoral care is good. There are secure procedures for ensuring child protection and pupils' welfare. Arrangements for checking on pupils' academic progress are unsatisfactory.

The school's partnership with parents and carers is good and they think highly of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Poor. The school is struggling for a clear sense of direction and there is no sharp focus on the main priorities for improvement. The senior management team concerns itself mainly with mundane and trivial matters. Although some serious weaknesses in teaching and standards have been identified, they have not been clearly understood or effectively tackled.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body has been aware for some time of pupils' under achievement, the serious decline in standards and some of the weaknesses in teaching. However, no effective action has been taken to halt the decline and bring about improvement.
The school's evaluation of its performance	Unsatisfactory. The programme for monitoring, evaluating and developing teaching is poorly managed and ineffective. The headteacher and governing body do not fully apply the principles of best value.
The strategic use of resources	Unsatisfactory. Teaching and support staff are not all deployed to best effect.

There are adequate numbers of teaching and support staff. Learning resources are unsatisfactory, particularly for science and ICT. The accommodation is generally satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and managed. The school is helping their children to become mature and responsible. Teachers expect pupils to try hard and do their best. The teaching is good. 	<ul style="list-style-type: none"> The information that they receive about their children's progress. The school's working relationship with parents and carers.

It is fair to say that the school is helping its pupils to become mature and responsible. However, inspection evidence does not otherwise support parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are lower than they were at the time of the previous inspection. At that time, there were few concerns about pupils' achievements. Although standards in information and communication technology (ICT) were below average, this was not the case with any other subject. Indeed, standards were above average in English, art, music, history and physical education by the age of eleven and pupils made good progress. The weakness in ICT remains. To this has been added concern about the standards in English, science, religious education, geography and history reached by the eleven year olds who are about to transfer to secondary school. There are now no subjects where standards are higher than those expected by the age of eleven, although they are above average in both reading and mathematics by the age of seven.
2. The analysis of pupils' performance at eleven in national tests in English, mathematics and science over the past five years shows a steady overall decline. This contrasts with the steadily improving trend in standards seen in most primary schools over the same period. In both English and mathematics standards fell from a higher than average starting point in 1998 to be respectively well below average and average. In science, standards were below average in 1998 and despite some improvement in 1999 and 2000, they have fallen again.
3. The low standards in Year 6 need to be seen in context. Children start school at the age of four with varying levels of maturity and development, but their capabilities are broadly similar to those seen in most schools at this age. Significantly, they are well behaved and have positive attitudes to school and learning. Most are enthusiastic and happy to try all the new experiences which school offers them. They have language and communication skills similar to most children of this age. Their knowledge of numbers and shapes and their experience and understanding of the world are secure. They have the range of physical and creative skills usually found in four year olds. In short, they are ready to learn. And they do. By the time they are ready to go on to Year 1, most children have the personal, social and emotional maturity and the knowledge, skills and understanding expected at this age and these fit them to make a secure start on more formal learning.
4. The school draws its pupils from a stable population. There is only average pupil mobility. Most pupils stay at the school for a full seven years, continuously from reception to Year 6. The characteristics of groups of pupils do not vary much from one year to the next. There are few pupils who have special educational needs, a much smaller proportion than that found in most primary schools. Of those who do have special educational needs, few are identified for more than the most basic level of support and monitoring. There is little need for the involvement of outside agencies, such as educational psychology and behaviour support. For all pupils, English is their home language.
5. There are few concerns about standards when these are first formally assessed and tested when pupils are aged seven, towards the end of Year 2. The analysis of pupils' performance in tests and assessments in reading, writing and mathematics taken at the age of seven over the past five years shows that standards in all three have risen over that period, so that they are all higher now than they were five years ago. In Year

2, an above average proportion of pupils exceeded the nationally expected levels in reading and mathematics tests last year.

6. Children come to school then, ready to learn and equipped to do so. They get off to a good start and continue to learn soundly throughout Years 1 and 2. But by the end of Year 6, standards in over half of the subjects studied are below average. This means that pupils do not achieve as well as they should, and that the problem occurs after they leave Year 2. The inspection shows that it is the teaching in Year 6 which mainly explains why pupils do not achieve enough and standards fall rather than rise as might be expected between the end of Year 2 and the end of Year 6. There have been a number of staff changes over the past five years, but not in Year 6. The inspection shows that currently pupils achieve well in Year 3 in response to good teaching. However, achievement is unsatisfactory in Year 4. Pupils achieve generally adequately in Year 5. It is in Year 6 that the under achievement which is reflected in low and falling standards is mainly to be found. This is because the teaching is unsatisfactory. The most able do not achieve well enough, because lessons lack stimulation and challenge. Too much of the work set is the same for all ability groups. While those who find learning more difficult are often helped to tackle this work reasonably well through the provision of some very good quality support, there is nothing to spur on the most able. The teaching does not meet their learning needs. This is why few pupils reach the higher levels of the National Curriculum when they are tested at the end of Year 6. Fewer than one in ten Year 6 pupils reached the higher levels in last year's national tests in English, although around three in ten did so nationally. In science, the proportion of pupils achieving beyond the expected level for eleven year olds was just half that found nationally. The analysis of Year 6 pupils' work in science shows that too much time is spent copying things out and not enough is spent investigating things and finding out for themselves.
7. It is not only weaknesses in teaching which are holding down standards. The school has come a long way in its provision for ICT since the previous inspection. However, much of the progress made has been very recent. Teachers tell of only being able to access the Internet, for example, for the past few weeks. There is still not enough software to support pupils' learning, for example in mathematics and history. As a consequence, the use of ICT to support pupils' learning in the other subjects, especially English, mathematics and science, is unsatisfactory.
8. Pupils have only restricted opportunities to carry out their own research, for example by using CD Roms and the Internet. This problem is compounded by the fact that there is no school library. All pupils, but the most able in particular, suffer the consequences of too few opportunities for research and independent learning.
9. Although most pupils in Year 6 have the technical skills of reading expected for their age, few show the level of understanding and the ability to read for meaning which are characteristic of many able readers by the time they leave primary school. They make little use of inference and deduction in their reading. Their handwriting is reasonably neat and tidy. But spelling is in many cases no better than that usually found in Year 5. Pupils do not use a wide and adventurous range of vocabulary. Their writing does not show the flair and creativity often seen at this age. Pupils do not construct complex sentences or sustain and develop their ideas. Their use of grammar and punctuation is no better than that expected of most pupils in Year 5 and often achieved by the most capable in Year 4.

10. The picture is similar in mathematics. Although most pupils reach the level expected by the end of Year 6, few exceed it. The standards profile is flat, as it is in English. Pupils handle numbers with reasonable confidence for their age. They get a lot of practice at this. Like most pupils at the end of Year 6, they understand fractions well enough to convert mixed fractions to proper fractions. They are able to round decimal numbers to the nearest whole number and change fractions to their decimal equivalent. Most pupils understand the difference between the perimeter and area of a shape and can use the formula, length x breadth to calculate the area of a regular shape. They chart data on temperature as it changes throughout the day and draw conclusions from this information, for example about the season. What is most strikingly missing is the opportunity for pupils to apply their mathematical skills and knowledge to real life problem solving situations. As a consequence, pupils have less understanding of what mathematics means and of how it relates to and is used in real life, than might be expected.
11. Pupils' knowledge of religion is limited mainly to Christianity, although there has been some work on other world faiths. Even in relation to Christianity, pupils' understanding is very limited. The approach to teaching and learning is such that pupils know a number of facts, for example about the crucifixion and Easter, but have little understanding of the significance of the Easter story to Christians today.
12. A thread which runs through much of the work in Year 6 is the lack of depth and application of the facts and skills that are learned to real life. This limits pupils' understanding of what they learn and means that few achieve beyond a basic level for their age.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, behaviour and attendance are good. Their personal development is satisfactory. The previous inspection report described outcomes more positively although attendance was judged to be only satisfactory but has since improved. Parents are pleased with pupils' personal development.
14. Pupils are keen to come to school and they enjoy the experiences and activities that are available to them. They are conscientious and want to do well and are very co-operative with their teachers. They are pleased by the way they are treated and feel valued. Older pupils are justifiably disappointed because, they say, there are insufficient computers and books and there is no longer a proper library. Some older pupils say they are not achieving as well as they could because many lessons are not sufficiently challenging. Their enthusiasm for some subjects is dampened because, they say, they lose interest owing to the teaching methods employed.
15. Behaviour in and out of lessons is almost always good or very good and contributes well to the quality of learning and enjoyment of school. Incidents of anti-social behaviour are few. There have been no exclusions during the past two years. Relationships between pupils are harmonious. They are tolerant, work and play well together. They develop well their awareness of the effects of their actions on others.
16. Pupils make good progress in developing an appreciation of moral principles and issues but their knowledge and awareness of life in a culturally and ethnically diverse society are limited. They have only limited opportunities therefore to develop respect for other people's differences, including their feelings and beliefs. Pupils carry out routine tasks with pride and their conduct is mature and responsible. They do not reach

the degree of maturity of which they are capable because too few suitably challenging opportunities for responsibility and the use of initiative are offered to them.

17. Attendance is good, being above the average for primary schools. The school is able to make a prompt start each day because pupils arrive punctually.

HOW WELL ARE PUPILS TAUGHT?

18. The high proportion of unsatisfactory teaching coupled with the lower than average proportion of good and very good teaching is the main reason why pupils do not learn and achieve as well as they should. It has resulted in the steady fall in standards in Year 6 tests and assessments over the past few years. This is also reflected in the inspection finding that standards in many subjects are currently lower than they were when the school was last inspected in 1997. The unsatisfactory teaching seen in more than one in six lessons during the inspection is also evident in pupils' books and teachers' records, including planning.
19. Although teaching is unsatisfactory overall, the picture is a mixed one. The children in reception are well taught. As a result, they make good progress in their learning so that the development of a significant minority of children exceeds expectations by the end of their reception year, and very few fail to reach expected levels of development. Teachers and teaching assistants working in the reception class have a very secure working knowledge of the National Curriculum as it applies to children at the first stage of their education – *The Foundation Stage*. This enables them to provide for the children a wide range of mainly play based, enjoyable activities encompassing all the six areas of learning for children at this stage of learning. These activities are skilfully structured to encourage enquiry, exploration and discovery. They show a clear appreciation of the place of play as a tool for learning and the development of team working. The children respond to such an imaginative approach with interest and enthusiasm. They try hard to do their best. The teaching encourages not only the steady development of the children's intellectual, physical and creative skills, but also a positive attitude to learning. The teaching makes good use of questioning to encourage the children's curiosity and to make them think and talk about what they are doing, making sense of what they experience. It is obvious that the teaching in reception is informed by a good understanding not only of the curriculum, but of young children and how they learn. The children make a good start on learning to read and write. For example, they learn about the sounds that letters make as they listen out for rhyming words as the teacher reads from the 'Big Book'. They combine the skills of reading and writing effectively as they write in the sand some of the letters whose sounds they have been learning. The children's mathematical development, including the use of numbers, also gets off to a good start. Staff make a point of encouraging the use of correct mathematical vocabulary, such as "more than/less than", for instance as the children practise counting in tens. The use of number songs such as, *One, two, three, four five....* helps to make learning more fun.
20. In Years 1 and 2 the teaching is similarly good. This fact is reflected, for example, in the above average standards in reading and mathematics which have been maintained over the past three years. Classes are well controlled, so that pupils can concentrate and get on and learn without distraction. Teachers explain and demonstrate things clearly, engaging pupils' interest and ensuring that they easily understand. This was seen, for example, in a good science lesson in Year 1 as the teacher used a range of clear, practical demonstrations to illustrate the difference between *pushing* and *pulling* forces. The use of a pupil's wheeled toy very effectively captured pupils' interest and

brought the lesson to life. In such lessons pupils learn well in response to clear teaching and because they are interested and make a good effort to understand.

21. The teaching of reading and writing continues to be good, building on the sound foundations set down in the reception class. A good English lesson seen in Year 2, for example, was well planned and prepared, balancing brisk, stimulating whole class teaching with group work which was carefully matched to the learning needs of pupils of different capabilities. The pupils' interest was engaged effectively from the outset. For example, the teacher made deliberate 'mistakes', such as missing out a question mark in text, and pupils enjoyed correcting these. The teaching assistant was well involved in the whole lesson, taking a part in the whole class introduction as well as supporting individuals as they tackled their group work.
22. The teaching of mathematics, including the use of numbers, is good in Years 1 and 2, again building securely on the start made in the reception class. It is well informed by the teachers' good understanding of national guidance on the teaching of numeracy. In a Year 1 mathematics lesson, for example, a good balance was achieved between the different parts of the lesson. There were good opportunities for pupils to develop their mental calculation skills, as they doubled numbers in their head. There was a high proportion of good, clear direct teaching, making good use of carefully targeted questioning to make pupils think and check their understanding. A good range of appropriate resources was used effectively to help pupils to understand the point being made about capacity.
23. The teaching in Year 3 is also good. Pupils in this year continue to learn well in many lessons, although their progress is held back from this point on because they are not able to use ICT enough to help them learn. Teachers make clear to pupils what it is they are going to be doing and learning. They display the learning intentions prominently on the board at the start of the lesson and discuss these with pupils, ensuring that pupils understand their own learning. This was seen, for example, in a mathematics lesson, where the teacher invited pupils to demonstrate the idea of *position*, taking up one position and then moving into another one. The learning needs of all pupils are clearly understood and work is planned which meets their needs. For example, imaginatively modified activities are planned to enable those with Statements of special educational needs to play a full part in lessons. The most able are encouraged to fulfil their potential by being set more open ended, independent tasks.
24. There are weaknesses in the teaching in Years 4 and 5, more so in Year 4. Although most of the teaching seen in these two years during the inspection was satisfactory, some unsatisfactory teaching was seen in both years. There was some good teaching in Year 5, but none in Year 4. The analysis of pupils' work confirms that teaching is generally satisfactory in Year 5 but unsatisfactory in Year 4. In Year 5 teaching is not always as clear as it needs to be and as a result pupils do not understand what is being taught. The fast pace of the teacher's delivery does not help clarity. This was seen, for example, in a mathematics lesson on fractions and decimals, where a muddled presentation left pupils confused and frustrated. A Year 4 English lesson also left pupils unclear because it was presented in a dry and unimaginative way which was not appropriate to eight and nine year old pupils.
25. Of the seven lessons seen in Year 6, covering English, mathematics, science, religious education and some other subjects, four were unsatisfactory. The analysis of pupils' work and conversations with pupils themselves confirm that this is typical. The low standards also confirm this.

26. There are many significant weaknesses. However, good discipline is maintained so that classes are well controlled and orderly. Pupils do not, however, maintain their interest and enthusiasm for learning which are found throughout most of the school. This is because lessons are too often pedestrian in pace and unstimulating in content. Pupils do not therefore take as much interest as they might, they do not try their hardest, and what they achieve is too often less than their best. The most able in particular under achieve as a result of this under expectation. Pupils who have special educational needs achieve more in relation to their starting point than most other pupils, because they receive good quality adult support for part of the time, particularly in English, mathematics and science lessons. This encourages them to try hard and make good progress. Where they do not receive specific learning support, they too do not learn as much as they should. A poetry lesson was unsatisfactory because a mechanical approach to the poem being studied did little to engender pupils' appreciation and interest. Pupils were not stimulated by the work set, which involved highlighting metaphors and similes in the poem and looking up 'difficult' words.
27. Too much time is spent listening to the teacher and not enough in active learning. There are too few opportunities for independent learning and research. Although several pupils use the Internet at home, for example to find out about mountain ranges, there is too little use of ICT in lessons. For many pupils, research consists of copying out passages of text from the encyclopaedia or web site print-outs. Pupils' books show evidence of lots of copying in a number of different subjects, including science, where pupils of this age are expected to be active learners, carrying out and recording their own investigations. In a religious education lesson observed, the lesson veered away from the point about the meaning of rituals and became a very low level drawing and colouring activity, which did not engage pupils' interest or develop their knowledge and understanding.
28. A games lesson was undemanding and led to no significant skill development because pupils simply practised some basic skills which they had already acquired and learned nothing new. No attempt was made to teach them any new skill or improve on existing skills. Although ICT skills are taught regularly, this teaching is carried out by a teaching assistant, with little involvement on the part of the class teacher, although pupils report that the teacher sometimes shows an interest in what they are doing. The teaching of ICT in Year 4 is also inappropriately placed in the hands of the ICT teaching assistant.
29. The marking of pupils' work gives them little advice on how they are doing and what they need to do to improve. It consists mainly of ticks. Comments are of very limited value. Pupils confirm that they do not really have any idea of how they are getting on, and receive little helpful feedback. They do, however, have the impression that they are not working as hard or achieving as much as they could.

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

30. The previous inspection report described the curriculum as being broad and balanced. Since that time the school has adopted national guidance for most subjects of the curriculum. The national strategies for literacy and numeracy are securely in place including the additional strategies to boost pupils' attainment. The school has devised a curriculum plan for each year group showing how foundation subjects and religious education are to be covered. In practice, teachers do not follow this well. The time allocated to subjects is unbalanced and results in some subjects not being covered adequately.

31. The use of ICT was a key issue for improvement identified by the previous inspection. The school has worked hard to address this but still not all aspects of the subject are covered and this holds down standards. Faiths other than Christianity are not adequately covered in religious education and the programme does not meet the requirements of the locally agreed syllabus. There are difficulties with the study of history and geography. These are taught in blocked units. In Years 1 and 2 the topics are arranged in half-termly blocks and the subjects are covered satisfactorily. In Years 3 to 6 the plan does not make clear how this is to be organised. No history appears on the plan for Years 5 and 6 in the spring term and religious education does not appear on the plan for Year 5 in the summer term. In Years 3 to 6, art and design and technology are also alternated, but again the coverage is uneven. The curriculum is enhanced by the teaching of French in Years 3 to 6.
32. The curriculum plan does not include provision for personal, social and health education. At present this is only taught as a discrete subject in Year 6. Elements of the subject are addressed through religious education and occasionally through other subjects. The school has identified this as an area for development.
33. The prospectus states that sex education is not taught. The governing body has recently reviewed this and an appropriate draft policy for sex and relationships education is now ready for consideration by the full governing body. The subject will be taught in the context of Christian family values. The new policy includes work with the local health clinic. There has been some helpful work on the misuse of drugs for pupils in Year 6 in the form of a theatre workshop. The school makes good use of local authority resources to promote drugs awareness in the context of developing a healthy lifestyle.
34. At present the school does not organise a residential visit for pupils. Day visits are made to a number of places of interest to support the curriculum. These include an environmental centre, the town of Skegness to support history topics, Gainsborough Old Hall, a butterfly centre and the National Heritage museum at Grimsby. Year 6 pupils also visit Lincoln Cathedral. The school has recently taken part in an arts project with local schools in which Year 6 pupils participated in a variety of art and dance projects after school on a weekly basis. These activities are led by professional artists and performers. There is a satisfactory range of extra-curricular activities, including sport, music, ICT and a very popular chess club.
35. The school has good links with the local playgroup and other pre-school settings. The reception teacher visits the local playgroup and children visit school before they start. The playgroups are also invited to school performances. There are good links with the main secondary schools to which Year 6 pupils transfer. Year 5 pupils are invited to 'taster' days at the schools before transfer. Staff from the secondary schools are invited to an evening at the end of the school year to make a presentation to the parents of Year 5 pupils. Pupils regularly take part in sporting and musical events with local schools.
36. Overall the curriculum provision is not as good as that described at the previous inspection and progress has been unsatisfactory.
37. The school makes good provision for pupils' moral development. Provision for spiritual and social development is satisfactory but provision for cultural development is

unsatisfactory. This is not as good as at the time of the previous inspection when all aspects were good.

38. Acts of worship provide pupils with some opportunities for reflection but these are limited. There are few opportunities in lessons for pupils to reflect on their experience and that of others. Pupils in the reception class showed wonder at viewing worms under a microscope but few other examples were noted. Pupils are not encouraged to ask challenging questions which encourage them to make connections between aspects of their learning.
39. Provision for moral development is strong. Pupils are helped to clearly appreciate the difference between right and wrong. Some classes have helpfully drawn up their own class rules, for example. Staff set a good example in their relationships and interactions with one another and with pupils and this successfully encourages pupils to be kind, helpful and courteous. They are expected to take care of their own and others' property and show respect for the environment. When pupils misbehave they are helpfully asked to reflect on the impact of their actions on other people.
40. The school makes satisfactory provision for pupils' social development. In lessons pupils are given opportunities to work together in pairs and small groups and they respond well to these. However there are limited opportunities for pupils to take responsibility, for example there is no school council. The school plans to introduce a 'buddy' system but this is not in place as yet. Pupils are given corporate experiences in the form of team games and school productions. Pupils in Year 6 have begun to learn about the democratic process and how representatives are elected. Arrangements have been made for them to visit a council chamber and to meet the mayor.
41. Provision for pupils' cultural development is unsatisfactory. The school does not take an active enough approach to teaching pupils about the attitudes, values and traditions of the various cultural and ethnic groups represented in British society. It does not actively promote racial understanding, tolerance and harmony. Pupils have too few opportunities to experience music and art from a range of cultures. There are some examples of books showing diverse cultural images but not many.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The arrangements for pupils' welfare are good. The monitoring and support and guidance for pupils' personal development are satisfactory, but for their academic performance they are unsatisfactory. Some aspects of personal support for pupils have either been maintained or improved since the previous inspection. Parents are pleased with the quality of care provided.
43. Pupils feel valued and safe because relationships between adults in the school and the pupils are caring, mutually respectful and constructive. Child protection procedures are in place and well managed. There are adequate safeguards to ensure that pupils do not have access to unsuitable material when using the Internet. The arrangements for health, safety and pupils' welfare are good. The number of first aiders is more than adequate. Specialist education and health agencies provide services to supplement the school's provision. Parents confirm that new pupils are received sensitively and quickly integrated. The arrangements for transition to secondary school are effective because pupils settle very well after transfer.

44. Attendance is closely monitored and good attendance is effectively promoted. The school successfully gains the co-operation of the large majority of parents to secure reasons for absence and to minimise absence owing to family holidays.
45. The school has high expectations of good behaviour that are clearly reinforced by reminders around the school and by teachers and other adults in and out of lessons. Corrective action is not frequently required because of the good natured disposition of the pupils and their compliant attitudes. A pupil who has behaved unacceptably is required to reflect on his or her actions and the effects on others. Strategies are in place for pupils who need support. Good behaviour is effectively recognised, celebrated and rewarded. The good relationships that exist between pupils, their respect for others and the school's teaching about moral values effectively minimise the number of incidents of anti-social behaviour.
46. Pupils' personal development is monitored and recorded only if there is some problem, for example a behavioural difficulty, except for pupils who have special educational needs. Personal skills, for example in self management, working with others and problem solving are not assessed and then deliberately developed in a structured manner. Pupils are encouraged to take responsibility for organising their own materials and work and are allotted routine tasks but are given too few opportunities for independent research and more challenging responsibilities. Visits out of school contribute to their personal development but they do not include a residential experience.
47. Overall, the procedures for the assessment of pupils' attainment and progress are unsatisfactory. They are not as good as they were at the time of the previous inspection. However, considerable effort has been made to establish an effective system for assessing and monitoring pupils' attainment and progress in the reception class and in Years 1 and 2. In the reception class, the children are formally assessed during their first weeks of schooling. This gives the teacher a clear indication of their personal and social development, and their skills in language and mathematics. Good on-going assessments by the class teacher and the teaching assistants are recorded systematically throughout the year across all the six areas of learning. This information is then used purposefully to help teachers to plan work which meets the children's particular learning needs. The assessments in English, mathematics and science in Years 1 and 2 and Year 3 show that teachers are beginning to track pupils' progress more closely and are increasingly using the information gained to guide their planning. However, this work is still in its infancy and there is much still to be done, particularly in the other subjects.
48. Assessment in Years 4, 5 and 6 is unsatisfactory. In many cases assessments are based on undemanding worksheets that lack challenge and insufficiently match pupils' needs, interests and abilities. Marking which is often cursory leads to an inaccurate assessment of the level that pupils have reached and are capable of reaching. There has been some analysis of pupils' performance in national tests, but the school has been unable to draw any firm conclusions from this or use it in any way to overcome weaknesses in teaching and raise standards. The school has considered some possible reasons why standards have been falling and why pupils in Year 6 performed so poorly in science tests last year, for example, but it has not come up with any firm answers which have led to effective action, just more questions. There is no clearly identified assessment co-ordinator and as a result this aspect of the school's work lacks clear leadership and direction.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents' views about the school are positive and they express confidence in it. The partnership between school and parents is good. These are similar to the findings of the previous report. Inspectors are unable to agree with many of the views expressed by parents.
50. Parents are generally well disposed towards the school and are supportive. They are pleased with the quality of education and care that the school provides. Inspectors agree with parents that pupils are well cared for, that behaviour is good and that the school is approachable. The school helps pupils to become more mature and responsible but does not go far enough to enable them to do what they are capable of. Parents regard leadership, management and teaching to be good and feel that pupils make good progress. Inspectors judge that pupils are underachieving because the school has not taken the appropriate steps to raise standards. Teaching and educational support and guidance for pupils are not good enough.
51. Annual school reports are published at the end of the school year. The reports include adequate information for parents regarding their children's progress. Consultation meetings for parents occur in the autumn and summer terms and they are very well attended. Some parents feel that the gap between meetings is too wide and would prefer to be better informed about their children's progress between meetings. Notes about pupils' significant achievements are sent home to parents from time to time. General information about the life and work of the school is published mainly via newsletters and notice boards.
52. Parents support pupils' learning well. They help with reading at home, support performances very well and there is a good core of regular helpers in school. Parents of pupils who have special educational needs are fully involved in the review process. Parents co-operate with the school about attendance and with strategies to support their own children. The parents' and teachers' association is well supported and raises significant funds to assist the school. The school does not periodically seek the views of all parents to gauge their satisfaction with aspects of the school's provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the headteacher and senior management team are poor. The headteacher and senior staff are not clear about where the school should be going and what needs to be done to get there, which is a failure of leadership. They are also inefficient and ineffective in organising and managing staff so as to secure the best possible performance, which is a failure of management. There has been a serious decline in the quality of leadership and management since the previous inspection. It has been clear for a number of years that there are serious weaknesses in teaching, that standards are falling and that pupils are increasingly frustrated and disappointed because they do not achieve enough. However, there has not been a vigorous, effective response to this situation, which has been allowed to drift on, so that all these things are now a lot worse than they were when the school was last inspected. Members of staff have expressed to the governing body their frustration with the weaknesses in teaching and in the leadership and management roles of some members of the senior management team. The governing body has responded by setting up a pastoral counselling system for staff. Although this has given staff a 'safety valve', allowing them the chance to voice their concerns, it has not led to the necessary improvements in teaching or leadership.

54. There is a distinct short-sightedness where there should be clear vision. While acknowledging the weaknesses in teaching, standards, achievement and the role of some senior managers, the headteacher has no clear idea what to do to overcome them. The headteacher and senior managers do not demonstrate a convincing commitment to improvement, nor do they have the capacity to do what is necessary.
55. The senior management team is ineffective. It concerns itself almost exclusively with trivia and has little focus on the main issues – how to improve the quality of education provided and raise standards. The minutes of senior management team meetings show that much of its time is taken up considering such matters as which toilets pupils should use at lunch time and the organisation of collective worship so that pupils attending booster classes do not have to pack up the furniture and set it out again.
56. Some staff who occupy key positions, such as year group (or *key stage*) and subject co-ordinators, do a reasonable job, but they lack clear direction. The result is that the role is only as effective as the individual makes it. The co-ordinator for special educational needs manages her responsibilities well. As a result, the provision for pupils who have special educational needs is effective. The co-ordination of English is similarly effective. There are strengths in the co-ordination of science and ICT, although there are also weaknesses which stem from a lack of direction and clarity about responsibilities and priorities. The co-ordination of mathematics is unsatisfactory, because too much attention is given to the availability of learning resources rather than the quality of teaching and the standards achieved.
57. The governing body is not as effective as it might be. Governors keep themselves reasonably well informed about the work and life of the school, for example through visits in their role as class link governors, following a class all the way through the school from reception. There is an appropriate system of committees to consider in detail the business of the school, and to recommend action to the whole governing body. The governing body receives regular reports from the headteacher and subject co-ordinators make presentations. There are annual interviews between members of staff and the personnel committee, at which staff have the opportunity to review the year and voice any concerns. Governors also consider the results of the annual national tests and assessments in English, mathematics and science. They are therefore aware of the decline in standards over the past five years and the concerns about the quality of teaching. Individual members of staff have brought some of these matters to their attention. Their school development plan rightly identifies some of the main priorities for improvement, particularly the need to provide a clear educational direction for the school and improve the quality of teaching. But too little has been achieved. The school has been in decline for a number of years, since the previous inspection, and the governing body has not acted swiftly or decisively enough to halt this process.
58. The monitoring and evaluation of the school's performance are poorly managed. There is no planned programme for the monitoring, evaluation and development of teaching, although quite a bit of monitoring takes place. It lacks a clear focus and purpose. It is of variable quality and usefulness. Much of it is bland and unhelpful, being very descriptive and lacking any evaluative rigour which might be used to suggest improvements. This is true particularly of the small amount of monitoring carried out by the mathematics co-ordinator, almost a year ago. It does not concentrate on the main areas of weakness and concern, such as where the teaching is known to be weakest or standards are known to be too low. The monitoring and evaluation of teaching does not lead to the setting of targets for improvement and trigger subsequent checks, as might be expected. No records are kept by the headteacher, although individual

teachers keep a note of the monitoring they have received by the headteacher and subject co-ordinators.

59. Pupils' performance in national tests and assessments is monitored by the headteacher and governing body, who are well aware of the issues concerning standards. However, they have not taken effective action based on this information to bring about improvement. The analysis of pupils' performance in tests and assessments on a question by question basis has started to take place, but the information gained has not been clearly understood and is not yet being used to improve teaching and raise standards. The analysis of Year 6 pupils' performance in last year's science tests, for example, has served only to raise more questions but not to offer any answers. There has been no convincing attempt to explain why, on average, girls do less well than boys in English and science.
60. The use of the school's resources is unsatisfactory. Although there are some good examples of the deployment of teaching assistants to support pupils' learning, for example in the reception class and where pupils have special educational needs, there is also some mis-use of this valuable resource. The school has employed a specialist teaching assistant to support the teaching and learning of ICT and raise standards. However, this assistant is being used in a number of classes to teach ICT lessons in place of the class teacher. This is inappropriate and means that pupils do not learn as well as they might. The governing body is very concerned to bring about improvements in the accommodation and has set aside a very large sum of money to enlarge the hall and some classrooms and create a wildlife area. They have not, however considered such spending in the context of making best use of funds for the more urgent issues to improve teaching and learning so as to bring a halt to declining standards.
61. The headteacher and governing body do not fully apply the principles of best value. They do try to secure good value for money in obtaining goods and services, for example comparing competitive quotations from potential suppliers. However, they do not consult with stakeholders such as parents and carers and pupils about the service that they offer. There is no comparison of the school's spending levels with those of other schools either locally or nationally. Pupils' performance in national tests is compared with that of other schools, through an analysis provided by the local education authority. Too little is done to challenge and evaluate spending decisions. The major expenditure on ICT for example, has not been evaluated to determine whether it has yielded value for money.
62. Resources for learning are unsatisfactory. In a significant number of subjects, including science and ICT, resources are inadequate. Major improvements have been made in resources for ICT, many very recently. However, both hardware and software still require further improvement if the full National Curriculum expectations are to be met and standards raised. Much of the equipment for science is inadequate and out of date. This adversely affects standards.
63. The school is staffed by a suitable range of appropriately qualified teachers, teaching assistants and administrative staff. The induction procedures for new staff are poor. There is too little support, guidance and monitoring to help them to settle in and develop their teaching role to full effect. The generous provision of administrative support for the headteacher is not leading to acceptably efficient administration. The headteacher's record keeping is poor, disorganised and inefficient despite the support of an administrative assistant and a personal assistant.

64. The accommodation is generally adequate for its purposes and well cared for. The exceptions are in the lack of a library and a dedicated outdoor play area for the children in the reception class. The grounds are well kept and there is a reasonable amount of space for the pupils to play together during playtimes and lunchtimes, and to exercise during physical education lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to address the issues identified for improvement, the governing body, headteacher and staff should now:

- (1) Raise standards in English, science, Information and communication technology, religious education, geography and history particularly in Year 6. (paragraphs 1 – 12; 77 – 82; 92 – 95; 120 – 122; 133 – 135; 110 – 112; 116 and 118)
- (2) Improve the leadership and management of the school, including that of the governing body. (paragraphs 53 – 61; 91; 98; 124 and 138)
- (3) Improve the quality of teaching to reduce the high proportion of unsatisfactory teaching and raise the proportion of good teaching. (paragraphs 18 – 29; 83, 84; 89, 90; 96, 97; 123 and 136)
- (4) Improve resources for ICT to support pupils' learning in all subjects and provide the staff training necessary to equip teachers and support staff to develop this work. (paragraph 120)
- (5) Improve procedures for checking on pupils' attainment and progress and ensure that the information gathered is used to match work to the identified learning needs of different groups of pupils. (paragraphs 47 and 48)
- (6) Improve the availability and use of learning resources and learning experiences, including visits and visitors, which emphasise the cultural and ethnic diversity of British society. (paragraphs 41 and 137)

In addition to these issues, the school should consider the inclusion of the following in its action plan:

- Improve resources for science. (paragraph 62)
- Improve the outdoor area for the reception class. (paragraph 64)
- Improve the library facilities. (paragraph 64)
- Provide a planned programme for personal, social and health education, including sex and relationships education. (paragraphs 32, 33 and 40).
- Offer pupils more opportunities for initiative, responsibility and independent learning. (paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	15	10	6	0	0
Percentage	0	11	43	29	17	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	18

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	17
	Girls	11	11	11
	Total	26	23	28
Percentage of pupils at NC level 2 or above	School	90 (91)	79 (91)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	11	11	11
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	90 (91)	97 (100)	97 (100)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	11	11	9
	Total	19	21	19
Percentage of pupils at NC level 4 or above	School	70 (73)	78 (73)	70 (77)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	12	12	12
	Total	22	23	24
Percentage of pupils at NC level 4 or above	School	79 (73)	82 (73)	86 (85)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	174	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	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	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	29
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	137

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	418 880
Total expenditure	335 520
Expenditure per pupil	1583
Balance brought forward from previous year	53 680
Balance carried forward to next year	85 130

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	30	7	0	3
My child is making good progress in school.	59	35	1	0	4
Behaviour in the school is good.	49	45	4	0	3
My child gets the right amount of work to do at home.	42	50	7	0	1
The teaching is good.	59	38	1	0	1
I am kept well informed about how my child is getting on.	32	39	19	7	3
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	35	45	14	4	3
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	70	27	1	0	1
The school provides an interesting range of activities outside lessons.	47	35	4	4	9

For the purposes of this table, the percentage points are rounded up or down to the nearest integer, therefore the total may not always equal 100.

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. The good quality provision for the youngest children noted at the previous inspection has been maintained. Children start school at the beginning of the academic year in which their fifth birthday falls. Their attainment on entry is broadly average in all the six areas of learning for children of this age. Most settle quickly into the routines of school. The teaching they receive is consistently good in all the areas of learning. The majority of the present reception year children are on course to reach expected levels of development in all the areas of learning by the end of the year. Furthermore, a substantial minority is likely to achieve beyond the expected level in their knowledge and understanding of the world, their physical development, their personal, social and emotional development and their creative development. They are also doing well in the development of their reading, writing and numeracy skills. There are no great differences between the accomplishments of boys and girls.

Personal, social and emotional development

67. The children have a good start to their life at school because there is a good focus on fostering their skills in this area. Through the well-planned curriculum and daily routines, the adults demonstrate a strong commitment to developing the children's ability to accept some responsibility for decision making and their own actions. For example, all pupils can dress appropriately for physical exercise or outdoor play. They know why they should take off their muddy boots when coming back into the classroom from the garden. The children have established very good relationships with the adults and have gained experience of working within a group. They have learned to listen to and show respect for each other's ideas. They share amicably and ask politely when wanting to play with the large cardboard boxes or take a turn on the bicycle. The organisation of most activities allows them to explore, enquire and discover for themselves through the structured play activities and to gain some independence in their learning. For example, the children at the sand tray could find magnets and a range of items to investigate. "Look," said one child, "this one sticks to the magnet, this one doesn't". The staff explain what is available and the children are given some time to plan their activities and report back on what they know, can do and have understood. This also reinforces socially acceptable behaviour.

Communication, language and literacy

68. The majority of the children are making good progress in the development of their language and literacy skills. Most of them speak clearly and confidently to each other, to individual members of staff and to groups of their peers. They listen well to introductory sessions and the adults' sensitive and challenging questioning ensures that individual children are confident to be able to respond. Even when their answers are wrong they are valued in such a way that the children still feel quietly confident to contribute to the class discussions. For example, the teacher reads stories well and the children show that they have understood the key points and relate closely to the central character. As the teacher stops reading, there is a distinct disappointment that they are not going to hear any more. When questioned, they show a keenness for reading and an understanding of the text. The subsequent work on letters and the sounds they make is equally enjoyable and effective. The children are successfully learning the sounds that letters make individually and when combined with other letters.

Most children write three letter words such as, *mat, cat, bat, and hat* quite confidently on their boards.

69. There are good opportunities for independent writing in both formal and informal settings, such as the shop, the café and the writing table where a range of tools and paper is well prepared for independent use. As a result, a substantial number of the children are confident in their early attempts at writing and they know that marks, letters and words convey meaning. All the adults working with them pay good attention to the shape and size of small and capital letters. An examination of their work over the course of the year shows a consistent approach to the teaching of writing. The children progress from early mark making to strings of letters, then on to individual letters. They eventually produce words with distinct gaps between them. The most able children spell simple words correctly using their knowledge of letter sounds. These children are also starting to make use of capital letters and full stops, which is advanced for their age.

Mathematics

70. Around the classroom, there is strong evidence of mathematical learning in the attractive work on display. This promotes the children's interest in mathematics and encourages them to experiment and try things out for themselves. There are also dedicated mathematics lessons which are well paced and enjoyable. They make imaginative use of songs and number rhymes to bring mathematics alive and capture the children's interest. The children love to sing these number songs, which help them to recognise individual numbers as well as their sequence. The work has been consistent over the year and the most able pupils are recording numbers in simple addition and subtraction with accurately formed figures. The good use of mathematical language such as, *one more* and *one less* in a range of appropriate and real life contexts, allows the children to acquire the vocabulary naturally and to use it in everyday situations as well as the specific tasks they are engaged in. This can be seen, for example, when they are finding different shaped objects in the sand tray, handling money, and simply counting up the number of different coloured paints or pieces of construction equipment on the table. When reading the story of the *Very Hungry Caterpillar*, the children were secure and confident at naming the days of the week and could say which day came before Thursday or after Friday, linking it with the fact that they do not come to school on Saturday.

Knowledge and understanding of the world

71. The children successfully develop their understanding of the world, for example through good opportunities to investigate the natural world and through opportunities to use ICT. In one session, for instance, the children were looking for mini-beasts in the garden, bringing them into the classroom in a dish and putting them under a microscope which is linked to the computer. They frequently stood in awe of the enlarged picture of a worm or the movements of a ladybird as the staff pointed out to them things they could examine more closely. The children competently used the computer keyboard to instruct the printer to print a copy of their mini-beast. They know about the life cycle of the butterfly through their understanding of the story about the *Very Hungry Caterpillar* and recall with some accuracy the stages of its development.
72. The children extend their understanding of the passage of time as they look at pictures of when they were babies and compare them with how they are now, considering what they could do then and what they can do now. They also acquire a greater understanding of the world around them by going out into the local environment and by

visiting places of interest. They gain an understanding of special places that have a significant meaning, like the church and their own special place at home.

Physical development

73. The children's physical skills are developed appropriately through the use of a good range of apparatus and equipment. They handle tools such as scissors and paint brushes safely, manage construction equipment and have been taught to hold a pencil correctly. They use a wide range of malleable materials such as play dough with imagination and flair. Their use of scissors is confident in the majority of cases and those who have difficulty are well supported by an adult. Most of the children enjoy setting their own challenge when making a collage, for example, of a mini beast and show pleasure in their achievement. Good levels of perseverance and determination to succeed are prevalent in all activities. The children are confident at riding a bicycle or steering a truck and show an awareness of the need for safety. In a physical exercise lesson seen, the children were learning to throw and catch. Even though they found that the throwing was much easier than catching, they nevertheless showed a determination to succeed in trying to catch the bean bag.

Creative development

74. The children are making good progress in creative activities such as art, craft and music. This is because skills are taught well and the children have plenty of good opportunities to attempt new tasks such as mixing paints, cutting and sticking, modelling with dough or playing an instrument. They have confidence in using tools and materials safely. They enjoy the opportunity for free painting when they can select and mix their own paints. Tasks become increasingly challenging, for instance, when the adults encourage them to mix paints to discover the tints and shades you can get within a primary colour.
75. The children have good opportunities to explore the sounds of both tuned and untuned instruments. Music is a popular choice of activity and the children were seen concentrating determinedly on composing their own tunes. The children love the many opportunities that they are given to sing song, for example at the start of morning and afternoon school. They join in happily, remember words well and keep a steady rhythm.
76. There are sound opportunities for the children to engage in imaginative play, including role play. Appropriate resources, such as cardboard boxes are used imaginatively to encourage creative play. The space for role play is very restricted but the areas such as the 'café' and the 'shop' are used well.

ENGLISH

77. The standards achieved by pupils leaving the school at the end of Year 6 have shown a marked decline since the previous inspection and pupils' achievement is unsatisfactory overall. Pupils in Year 2 attain standards in reading that are above those reached nationally, though their attainment in writing is average. The attainment of pupils in Year 6 in English is well below that usually found nationally and it is very low when compared with the attainment of pupils in similar schools. Girls have done less well than boys on average in the past four years. These inspection findings on standards mirror closely the results of last year's national tests for pupils in Years 2 and 6.

78. When they start school, many pupils are confident in speaking and have good listening skills. Most children reach the nationally recommended early learning goals for five and six year olds by the end of their reception year. Their reading and writing skills are developing soundly. Pupils are confident in answering questions and are keen to take part in discussions. They have a well developed vocabulary and express themselves well by the end of their time in the reception class. As they progress through the school, pupils have limited opportunities to develop their speaking skills and as a result, these are below average by the end of Year 6. Pupils' speaking is good in Year 3 as they are encouraged to speak clearly to the class and use a wide range of vocabulary. In a poetry lesson, Year 3 pupils greatly enjoyed making up words to describe jelly, using appropriate sounds to create effect. In Years 4 to 6 pupils do not have the same opportunities to explore language. When they answer questions, a number do not speak clearly and are not encouraged to do so. In one lesson pupils were asked to read a passage containing dialogue, but their reading aloud lacked expression and they were not given guidance as to how they might improve. A Year 6 poetry lesson offered pupils few opportunities to express their response to the poems read, focusing instead on the grammatical structure of the works, without considering the impact on the reader of the language used. When given the opportunity to discuss their views pupils are responsive as in a Year 6 lesson when they discussed who represents people in a community and how such people are elected.
79. Pupils in Years 1 and 2 enjoy reading and make good progress in developing their skills. They read regularly at home with family members and many are members of local libraries. Seven-year-old pupils recognise a good range of words on sight and have good strategies for tackling unfamiliar words. They sound out words, split them into smaller parts or use picture clues and context to check that their reading makes sense. Teachers' records show that these pupils have made good progress in reading since the start of this school year.
80. Pupils in Year 3 are enthusiastic readers and greatly enjoy poetry. However, pupils in Years 4 to 6 are not developing their reading skills as well as they should be. This means that by the age of 11 too few pupils are attaining the higher skills of reading which many pupils of this age master. Records show that in Year 4, almost all pupils made no progress in reading levels between September 2002 and February 2003. Pupils in Years 5 and 6 are technically competent but often read without enthusiasm. The more able readers tackle complex texts with confidence and they can retell the story in simple terms. However, they are reluctant to talk about the characters and plot in a critical way. They often read through texts without really understanding them. Although a small number of pupils choose challenging texts, the majority choose a largely undemanding range of popular children's fiction. Those older pupils who have difficulty with reading are not being helped to develop their reading skills. They do not practise regularly at home and their reading in school is not monitored sufficiently. Some teachers are unaware of pupils' specific difficulties and are therefore not teaching skills systematically.
81. The attainment of seven-year-olds in writing is average. Pupils have a good knowledge of sounds and are beginning to apply this well in their spellings. They are beginning to use dictionaries to help with their spellings. They show understanding of devices used by authors to guide pronunciation or show emphasis. For example, one pupil wrote in a story, "*GET UP!* said Mum", to emphasise the speaker's frustration. The more able seven-year-olds use punctuation correctly and are beginning to use joined script. The work of all pupils in Year 2 shows good progress over time and they respond well to the teacher's helpful comments about their work.

82. By the time they are 11, pupils' attainment in writing is well below the levels expected nationally. Most pupils use a reasonably neat joined script and try hard to present their work well. The content, however, is disappointing. Much of the work seen consists of mechanical worksheets, the purpose of which is not always clear. Work in pupils' books shows a range of grammar exercises. There is little evidence of pupils drafting and editing their work, or of writing at length for a range of purposes. There are few opportunities for pupils to write at length in other subjects. In science, for example, pupils fill in worksheets or write simply worded accounts of their investigations and do not describe and discuss what they do and discover. Pupils are not being taught how to apply their skills in context. Much marking of pupils' work is unsatisfactory. Many simple grammatical errors are ignored in marking and much work is merely ticked without comment. Pupils are not given guidance as to what they need to do to improve their writing and reach the next level. Pupils do not use a rich range of vocabulary in their writing and it does not show the flair and creativity characteristic of the higher levels in writing.
83. Some good teaching in English was seen in Years 1, 2 and 3. However, teaching overall is unsatisfactory. In the earlier years, teachers have a secure understanding of how to teach reading and writing. They take care to develop pupils' vocabulary and to extend their knowledge and understanding of the structure of language. They ensure that pupils understand what is expected of them and review learning well at the end of lessons. They teach pupils the correct grammatical terms and insist that they use these correctly. This encourages pupils to explain their ideas accurately. They use a good range of strategies to ensure that pupils remain focused and attentive and they have good relationships with pupils. In Year 2 there were examples of particularly effective marking. Appropriate targets are set for pupils of different abilities and these are regularly reviewed. The teacher refers regularly to pupils' targets in her marking and this really helps pupils to improve. In the lessons observed there was little evidence of pupils using ICT but discussion with pupils and work on display show that many pupils are becoming confident in using word processing.
84. Where teaching is less successful, in Years 4, 5 and 6, it is clear that teachers do not have secure knowledge of the national guidance on teaching literacy or of pupils' learning needs. This means that expectations of what pupils can do are often inappropriate, resulting in too many low level, mechanical activities which do not promote learning. The pace of the lessons seen here was often slow which meant that pupils found it difficult to sustain concentration. Teachers did not take enough account of what pupils could already do and the work was not well matched to pupils' capabilities, limiting their achievement. The learning intentions of some lessons were not clear enough which meant that the pace of learning was slow and pupils were confused.
85. The subject leader for English has been in post for just over a year. She has worked very hard to update her knowledge of the literacy strategy throughout the school and has a clear view of what needs to be done to improve attainment in English for all pupils. She has worked in consultation with a consultant from the local education authority to analyse the school's results and support colleagues. She recognises the need to track pupils' attainment closely and improve target setting in English. She has an appropriate action plan which focuses closely on raising standards.

MATHEMATICS

86. Although standards are above average by the end of Year 2, they are only average by the end of Year 6. This is a similar situation to that found when pupils took national tests last year. Standards in Year 2 are higher than they were at the time of the previous inspection, but in Year 6 they are about the same. Pupils in Year 2 do well to reach standards which are above average. Pupils in Year 6, however, do not achieve well enough. The most able, in particular, do not make enough progress.
87. Pupils in Year 2 work towards clearly defined and appropriate targets, which are recorded in their books and checked off by the teacher as they are reached. These include such items as, *Recall all number facts to ten* and *Learn two-times table*. The teaching places strong emphasis on the ability to use numbers, although due attention is also given to learning about shape and space. Pupils also learn to measure and start to tell the time. By the end of the year, most pupils write their numbers correctly. They know all the number combinations that total to ten, off by heart. They read all the numbers to 1000. Most tell the time to the hour and also to the half and quarter hour, being able to distinguish times both to and past the hour. They measure real objects around the classroom such as pencils, in centimetres. By the end of the year, around three in ten pupils are reaching levels beyond those expected for their age. These pupils are working in some aspects of the subject a year or more ahead of expectations. They are, for example, starting to work out fractions of sums of money, such as one third of 6p, which is more typical of pupils around the end of Year 3 or even in Year 4.
88. By the end of Year 6 most pupils reach expected levels of knowledge and understanding of the use of numbers. They also have a satisfactory understanding of shape, space and measures and handle data reasonably competently. They lack the ability to apply their knowledge and skills to practical situations, because they are given few opportunities to do so. Only a small proportion of pupils exceeds expected levels of knowledge and understanding. Most pupils read and write large numbers in digits as well as words. They multiply by ten and multiples of ten. They find factors of simple numbers such as 24, 36 and 48. They understand place value in decimal numbers, for example placing digits in columns according to whether they are units, tenths or hundredths. Pupils interpret sets of data, for example concerning temperature fluctuations with the time of day, and draw simple conclusions. The level of this work on data handling is at the lower limit of that expected at this stage and is often tackled in Year 5. Pupils measure angles and know about some of the common metric and imperial equivalences, such as the approximate equivalence of one litre to one and three-quarter pints.
89. The teaching of mathematics is unsatisfactory overall. Although it is good in Years 1, 2 and 3, there are some important weaknesses in Years 4, 5 and 6. Pupils have too few opportunities to use and apply their skills to real life situations. Although there is evidence of some shopping problems in Year 6, for example, which call on pupils' calculation skills, this sort of work occupies only a very small part of the teaching programme, especially once pupils move beyond Year 2. The teaching seen in Year 5 was confusing, as the ideas about fractions and decimals were not well enough explained. Marking is unsatisfactory. In Years 4, 5 and 6 marking is minimal and consists mainly of a tick. Some work which is ticked is in fact incorrect. Pupils receive too little feedback. They are given little guidance and advice on what they do well and what they need to do to improve their work. Too little use is made of ICT to support pupils' learning. In an otherwise very good lesson in Year 3, for example, there was no suitable software available for pupils to practise and extend their developing skills in the

use of co-ordinates. Pupils have some appropriate opportunities to use some of their mathematical skills as they learn in the other subjects of the curriculum. For example, pupils in Year 2 organise data which they collect in science on different types of foods and represent it in a graph.

90. Too little is expected of the most able, so that these pupils in particular do not achieve as much as they could. The analysis of pupils' work in Year 6 shows that pupils all do more or less identical exercises, regardless of their ability or the level of understanding they have already reached. The amount and quality of information which is gathered concerning pupils' attainment and progress varies from class to class. In some classes, there exists a good deal of good quality, detailed information, for example in Year 1. But in other year groups too little is recorded and the subject co-ordinator reports that teachers keep much of this information 'in their head'. There is no whole school practice and no-one has oversight of the information collected or how it is used. It is clearly not being used to plan work which meets pupils' differing learning needs.
91. The leadership and management of mathematics are unsatisfactory. The subject co-ordinator sees his role as largely concerned with keeping the resources cupboard tidy and locating learning resources so that they are available when required. His monitoring of teachers' planning focuses mainly on the resource implications of what is planned. He does not keep any check on important areas of weakness, such as checking on pupils' attainment and progress and planning work which matches their individual learning needs. Although he monitors pupils' work, the purpose of this exercise is unclear. The presentation of work has apparently been a focus. This monitoring results in no written feedback to teachers and no formal records are kept. There has been a little monitoring and evaluation of teaching this year. Only two records of monitoring were available at the time of the inspection, both carried out on the same day early this academic year. These records are mainly descriptive of what went on in the lessons observed. Few evaluative comments are recorded. The records seen are unlikely to lead to any development in the quality of teaching. The time allocated for the co-ordination of this subject is not being used to good effect.

SCIENCE

92. In the most recent national tests for pupils at the end of Year 6 standards were well below average. Teachers assessed the standards achieved by pupils at the end of Year 2 as above average. There has been a distinct decline in the standards achieved by pupils in Year 6 over the past five years. At the time of the previous inspection standards were average. An analysis of the results over a four year period also shows that girls do much less well than boys. The inspection findings on standards at the end of Year 6 mirror closely those of the 2002 national tests and assessments, although the evidence points to standards by the end of Year 2 being average rather than above. The school acknowledges that teacher assessment in science as in some other subjects may have been too generous in past years.
93. While most pupils reached the level expected for eleven year olds in last year's tests, few reached the higher levels – just half the proportion that did so nationally. This points to a good deal of under achievement, with many pupils not doing as well as they could. The inspection finds that the situation is similar this year. This is because topics are not covered in sufficient depth to provide challenge and pupils' investigative skills are insufficiently well developed.
94. By the end of Year 2 pupils know the main parts of a plant, such as the stem, the leaves and the roots. They know that plants need water to grow and develop. Through

growing things for themselves, such as bean plants, they understand that roots and root hairs take up water and transport it up into the plant through little tubes. They have some understanding of how to keep themselves healthy, for example by eating more of some foods than others and through exercise. They know that certain drugs, such as medicines can be good for you but can also be harmful if misused. They experiment and find out that some materials can be changed by being heated, for example that ice melts when it is left in a warm place.

95. By the end of Year 6 pupils have learned by rote a range of facts relating to living things, materials and their properties and physical processes, such as forces. They do much of their learning by copying things from texts or from the board. Their understanding of what they learn is limited, which is why few pupils reach the higher levels of the National Curriculum, even though most reach the expected level. Pupils know about the forces of attraction between magnets and magnetic materials. They know that changing the number or type of components in an electrical circuit can make bulbs glow brighter or dimmer. They know that light can pass through some materials but not others and that it is reflected from certain surfaces, such as a mirror. Pupils know that micro organisms grow on food and that mould, for example, can develop if bread is not appropriately stored. Pupils carry out their own investigations, for instance finding out what happens to foods that are exposed to a range of different environmental conditions.
96. The quality of teaching is variable but unsatisfactory overall. Whereas in Years 1, 2 and 3 it is good, in Years 4, 5 and 6 it is unsatisfactory. In Years 1 and 2 pupils learn and achieve well because teaching is lively, stimulating and clear. Pupils have lots of good opportunities to explore and find things out for themselves. For example, in a very good lesson in Year 2 there was considerable excitement and animation as pupils first constructed a simple circuit to light a bulb and then extended their circuits in various ways. Their great interest and enthusiasm derived from the teacher's good presentation. The lesson was well planned, with clearly identified learning intentions. It offered plenty of hands-on experience of exploring circuits. In addition, the teacher's probing questioning ensured that the pace was sharp and rigorous. At the start of all the lessons seen in Years 1, 2 and 3, the staff conveyed very clearly to the pupils what they wanted them to explore and discover, so giving pupils good understanding of their own learning. Pupils with special educational needs, including those who find learning more difficult, were well supported and enabled to play a full part in lessons. The support for these pupils as they get older is also good, particularly in Year 6.
97. Although the school has recognised the importance of scientific investigation in developing pupils' understanding, investigative skills are not taught well enough to the older pupils. Too often lessons do not allow pupils to get on fast enough and pupils' responses are constrained by the use of undemanding and unimaginative worksheets. Teachers do not expect enough of pupils and are too ready to accept a minimal effort. So in Year 6, for example, a few simple sentences on method and conclusion are accepted by the teacher and frequently pass without comment of any sort. There is little helpful marking. Questioning is unimaginative and does not excite pupils' interest or enthusiasm. Teachers make too little use of correct scientific vocabulary. Some appropriate use is made of ICT to support pupils' learning, particularly in Year 5, but it has a low profile. There is insufficient hardware and software to support all the applications that might be used by the oldest pupils, for example to sense things such as temperature and light.
98. Subject leadership and management require improvement. The co-ordinator, who has held the post for only a short period of time, has too heavy a work load and receives

little support and guidance. She lacks training in how to carry out her responsibilities, particularly in monitoring, evaluating and developing the quality of teaching.

ART AND DESIGN

99. At the time of the previous inspection standards in art were above average. Timetable arrangements meant that only one art lesson was observed during the current inspection. This was in Year 3. However, work on display and in pupils' sketch books shows that standards have fallen so that pupils now attain generally average standards in art and design throughout the school.
100. In Years 1 and 2, pupils experiment with a range of media such as pastels, wax crayons and coloured pencils. Year 2 pupils have made masks of their own faces using papier maché. These have been painted to represent different skin tones and show that pupils are being taught to observe carefully. These pupils have also painted lively and colourful seaside pictures, linked with their geography topic.
101. In the Year 3 lesson observed, pupils worked on drawings which they planned to use to build three-dimensional models. They worked hard at trying out different drawing and shading techniques to represent specific features on their models, such as the texture of a pineapple or the seeds in a melon. Pupils are encouraged to keep their first attempt so that they can evaluate how they are improving. Pupils in Year 3 have also produced some imaginative junk models of abstract figures.
102. There is little evidence apart from these of three-dimensional work. The school has adopted national guidance for art. The work on display consists mainly of painting and drawing. Work on display shows that pupils' painting skills in Years 4 to 6 are below those expected for their age.
103. In Years 4 to 6, pupils are beginning to develop the skills of mixing colours and then using them to paint landscapes. There was no art work on display in Year 6. Displays show that pupils have used a computer programme to produce repeating patterns, but there is no evidence of any further use of ICT to support pupils' work in art.
104. The school's curriculum plan shows that art should be covered each term. However, teachers' planning and samples of pupils' work show that the subject is not being given enough time to cover the curriculum in sufficient depth and pupils are not being helped to develop their skills in a systematic way. In the one lesson observed teaching was good. The teacher has secure subject knowledge and encourages pupils to evaluate and refine their work. Her good questioning skills encourage pupils to experiment and try out different techniques. There is insufficient evidence to make an overall judgement on the quality of teaching but work seen indicates that in those elements of art that are taught, teaching is generally satisfactory.
105. The headteacher is currently the subject manager for art until a new co-ordinator can be appointed. She is aware that some teachers lack confidence in art and that it is under-represented in some classes. To encourage the study of art she has introduced a display each week focusing on the work of a particular artist. She has introduced portfolios of pupils' work, though these are recent and do not yet contain many examples. Although there are no visits to focus specifically on art, art is included in visits to places of interest such as Gainsborough Old Hall. The school takes part with a group of local schools, in an arts project. Year 6 pupils visit an after school centre once a week led by professional artists.

DESIGN AND TECHNOLOGY

106. At the time of the previous inspection, standards in design and technology were described as satisfactory by the end of Years 2 and 6. Very little evidence was available to the current inspection. The limited evidence available from Years 3 to 6 suggests that standards are about average by the end of Year 6. Insufficient evidence was available to make a secure judgement about standards at the end of Year 2. The subject leader has begun to keep a photographic record of pupils' work in design and technology. However, this focuses mainly on work in Year 6 and does not show what has been covered by younger pupils. There was no evidence of the use of ICT to support pupils' learning in the subject.
107. Only one lesson was observed during the inspection. This was in Year 5. In this lesson pupils' attainment was at the levels expected. Pupils were confident in using tools safely. They worked well together and were ready to help one another with their models. Pupils had made designs for models with moving parts. They evaluated their models well and made adjustments as they realised that aspects were not as effective as they had thought. In this lesson pupils made sound progress in developing their skills. The limited evidence available suggests that because the time allocated to design and technology is limited and not all aspects of the subject are covered, pupils do not achieve as well as they could.
108. No overall judgement can be made about the quality of teaching. In the lesson observed, teaching was good. The teacher had secure knowledge of the subject and explained things very clearly to pupils, so that they easily understood. The teacher questioned pupils very well, encouraging them to evaluate and improve their models.
109. Subject leadership and management are unsatisfactory. The subject leader views the main responsibilities of the role as organising and ordering resources. He has observed one lesson in the subject. The monitoring report is descriptive rather than evaluative and does not identify any strengths in teaching, nor points for development. There is no assessment of pupils' attainment and progress and staff have not received any recent professional development.

GEOGRAPHY

110. At the time of the previous inspection, seven year olds reached above average standards in geography. The standards attained by eleven year olds were average. There was very limited evidence of geography in the present inspection. Although the curriculum plan details the units to be studied each term, teachers' planning and pupils' work indicate that the curriculum is not broad and balanced. On the limited evidence available, standards in Year 2 are average but in Year 6 they are below average.
111. No lessons were observed in Years 1 and 2. Work analysed shows that pupils learn about the similarities and differences between their own locality and another. They enjoy following then adventures of *Barnaby Bear* as he travels to different places round the world and sends them his holiday news.
112. In Years 3 to 6 there was very limited evidence of work in geography. Pupils study the human and geographical features of other countries, but the similarities in some of the work suggest that they copy passages of text rather than learning geographical skills. There is a heavy reliance on photocopied worksheets and the purpose of many of

these is unclear. Some outline maps are coloured in without any account of what pupils have learned. These maps do not have keys and are not labelled so it is not clear what skills pupils develop in their lessons. The work in Year 6 consists mainly of low level worksheets, many of which are not complete. The standards seen are well below the levels expected for pupils of this age.

113. Only one geography lesson was observed and this was in Year 6. In this lesson pupils were asked to continue their work on researching mountainous environments and prepare to present their findings to the class. Pupils had begun their work with a different teacher. In the lesson observed, the teacher spent time going over what pupils had already done. This resulted in some restlessness and inattention as pupils were not much interested in the repetition of previous lessons. The aim of the lesson was for pupils to use different sources for research and present their findings in different ways. In practice, the work of most pupils consisted of copying passages of text from books or Internet pages. Those pupils who had used the Internet for research had done so at home and not at school. The expectation was that all pupils would produce a booklet and these were very similar in form. There was no opportunity for pupils to present their work orally or using a multi-media presentation. Apart from pupils using the Internet at home to find information, there is no evidence of the use of ICT to support pupils' learning in geography.
114. No overall judgement can be made about the quality of teaching. In the one lesson observed, teaching was unsatisfactory. This was because time was not used well and the teacher did not take into account what pupils already knew and could do. Pupils with learning difficulties were not well supported but were left to copy passages of text without understanding what they were doing. The activities were undemanding for most pupils and there was no direct teaching of geographical skills. Inspection evidence shows that skills are not developed systematically and that National Curriculum requirements are not fully met.
115. Subject leadership is unsatisfactory. The subject leader is new to the role and has only been in place for one term. She has no previous primary school experience and is not in a position to lead colleagues in subject development.

HISTORY

116. The good standards at the end of Year 6 that were noted in the previous report have not been maintained. By the end of Year 2 standards are about average, but by the end of Year 6 they are below average. Inspection judgements are based on one lesson observation, the analysis of pupils' previous work and planning documents and discussions with the history co-ordinator and some pupils. History is blocked into topics and is based on national guidance. A portfolio of pupils' work has been collated, but there is little evidence of any monitoring to measure the effectiveness of the teaching or the outcomes of the planned learning.
117. In the one lesson seen, in Year 2 the teaching was very good. This is because the teacher had well-prepared activities, was secure in her subject knowledge, and used a video clip that allowed her to ask probing questions. In this way, the teacher promoted the pupils' curiosity and fascination about a day at the seaside in Victorian times and also developed their sense of chronology. Most pupils, including those with special educational needs, showed good understanding of the use of secondary sources of historical evidence, such as photographs and pictures in books. This was particularly well demonstrated by the teacher who gave clear instructions as to how to use the resources available in order to derive information. The lesson gave pupils good

opportunities not only to interpret and evaluate factual information, but also to improve their speaking and listening skills through discussion and debate as they worked together in small groups. The pupils could confidently make their own judgements about the historical evidence and were enthused by the challenging work set.

118. The teaching of history to the older pupils is unsatisfactory. This is because most of the work is dull and unimaginative. It consists for example, of copying text, completing comprehension exercises, tracing drawings from books and filling in worksheets. There is a lack of opportunity for pupils to use and develop their independent writing skills, to interpret historical evidence for themselves and to express their own understanding, thoughts and opinions about the topics they study. There is little marking to guide pupils. There are no constructive comments, advice or guidance about how historical accounts could be improved. At all ability levels, this neither encourages progress nor sets challenges to raise the level of attainment. During a discussion with a group of pupils, it was clear that they were unenthusiastic about history and had little knowledge and interest in any of the projects.
119. The co-ordination of history needs improvement. The subject leader lacks support, guidance and training from senior management.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards are about average by the end of Year 2, but they are below average by the end of Year 6. Although there have been improvements since the previous inspection, including the recent development of a new ICT suite, there is still much to be done. Much of the improvement has taken place very recently and the benefits are only just beginning to be reflected in pupils' learning. Standards are rising in Years 1 and 2. Some of the new computers had only been working properly for a few weeks at the time of the inspection and Internet access is still uncertain. Much of the school's software can only be used on a few of the available computers. There are great gaps in the software needed to support teaching and learning, for example in mathematics and science. Not all the necessary hardware is available, for instance to enable pupils to sense physical data such as temperature, light or movement. The inadequacies of resources, together with some significant weaknesses in teaching, mean that pupils do not reach the expected standard by the time they leave.
121. By the end of Year 2 pupils use the computer to write stories, for example relating to their work in history on Florence Nightingale. They arrange and rearrange text, editing it by adding and deleting parts of what they have written. They select an appropriate font size and colour. They create and print out their own abstract pictures. Pupils use ICT to organise information and present it. By the end of Year 2 pupils process simple data such as those resulting from their survey of the most popular foods in the class, and represent these in the form of a pictogram. They use CD Roms to access stored information, for example as they find out about animals. However, CD Roms are only able to be used with some of the classroom computers and not in the new suite, and this severely restricts their use. Pupils enter instructions to program an electronic toy, the *Roamer*, to move in different directions across the floor. They use computer games for example to solve mathematical problems.
122. By the end of Year 6 pupils word process some of their work, for example an account of a visit out of school and combine text with graphics using *Clip Art*. They produce multi-media presentations combining text, graphics and sound. They use spreadsheets to organise data, for example information about the weather. Their use of CD Roms for research is restricted by the availability of suitable computers, but they

do carry out some research using the Internet, for example in connection with geography. They email people outside school, such as the vicar. Pupils do not carry out any control work and do not recall doing so since Year 2. They do not collect and investigate changes in phenomena such as temperature, light or movement, as expected at this stage. There are no resources for pupils to use models and simulations and predict and try out the outcomes of some of their decisions. In these important elements the curriculum is deficient. This holds down standards, as pupils do not experience the full range of ICT which is expected by the end of Year 6.

123. The teaching is unsatisfactory overall. Although there are some real strengths, for example in Year 5 where the subject co-ordinator teaches with subject knowledge, energy and enthusiasm which promote good learning and positive attitudes, too much of the teaching is handed over by class teachers to the specialist teaching assistant. In Year 6, for example, the teaching assistant, who does not have a teaching qualification, takes all the ICT lessons, while the class teacher teaches another subject elsewhere. This is an inappropriate use of support staff. It also occurs in Year 4. An ICT lesson seen in this class was taught entirely by the teaching assistant. There has been no up to date training for the whole staff and as a consequence teachers' confidence and expertise are variable. There has been no training in the use of the new projector, for example, so that only a few staff are able to use it.
124. The subject co-ordinator has worked extremely hard to bring about improvements in resources. The new ICT suite and new computers in classrooms are some of the fruits of his work. However, his role requires further improvement. In particular, the curriculum needs attention so that it meets statutory requirements; there is a need to monitor, evaluate and develop the quality of teaching and to identify staff training requirements; and further improvements to software and hardware are urgently needed in order to raise standards.

MUSIC

125. By the end of Year 2, standards are average. They are not as high as they were at the time of the previous inspection. In the one lesson observed during the inspection, in Year 2, the pupils produced sounds on tuned and untuned musical instruments that were beginning to be musical in nature. They showed some control of dynamics in using the instruments. The children confidently followed the agreed signs and symbols on graphic scores conducted by the leader of the group. The lesson was coherently structured and good teaching ensured that the pupils had sufficient time to explore the instruments and use their previously acquired knowledge and skills to produce the sounds that they wanted. They were given sufficient time to practise and evaluate their performance, but needed better opportunities to improve upon their performance. The teacher's subject knowledge was evidently very secure and as a result she was able to steer the questioning to ensure that the pupils make good progress within the group compositions. All the pupils participated enthusiastically, behaved well and clearly enjoyed their musical experiences.
126. A small group of the older pupils have the opportunity to play the descant, treble and tenor recorders in assembly. They did this confidently and competently. Their playing demonstrated that they have a basic foundation in musical skills, notation, knowledge of musical terminology and the mastery of their instrument. It was plainly evident that they have been well taught. The children enjoyed performing to other pupils, who listened attentively and spontaneously showed their appreciation. However, only a few pupils participate in the recorder group and the same is true of the choir. Overall, the quality of singing in assemblies was unsatisfactory. It lacked spontaneity and very few pupils

joined in the hymns. Those who sang kept fairly well to the rhythmic pattern and had some idea of the melody contour, but the pitch accuracy, generally, was poor. Music was played when the pupils entered the hall for assembly, but little was done to draw pupils' attention to this and the opportunity to foster their musical appreciation was missed.

127. Subject leadership is sound. The main strengths and weaknesses of the curriculum have been identified by the co-ordinator through a small number of class observations and she recognises the need to provide more training to improve the teachers' own musical skills and knowledge and their use of ICT to support pupils' learning. The arrangements for assessment in music are at an early stage of development. The co-ordinator recognises that a greater focus on listening to music from other countries and the acquisition of some non-European musical instruments would also strengthen the music curriculum.

PHYSICAL EDUCATION

128. Standards are average by the end of Year 2 and also by the end of Year 6. They are not as high as they were at the time of the previous inspection. Because of the way the curriculum is organised to follow the seasons of the year, all of the lessons seen were held out of doors and most were games lessons. It is clear, however, that the full National Curriculum is planned for and taught across the school year, including gymnastics and dance. All pupils in Years 3 – 6 have swimming lessons. Most can swim the expected 25 metres by the end of Year 6.
129. Pupils in Year 2 know that exercise is good for you and they understand that vigorous exercise quickens the heart rate. They enjoyed feeling their heart beating after a brisk warm up at the start of a lesson. They are developing an appropriate range of skills which will fit them to play traditional games such as tennis. They throw and catch a small ball in pairs, showing reasonable control in underarm throwing and developing sound physical co-ordination. Although there was little evidence of high performance in the lesson seen, pupils in Year 2 were developing their skills well. Their enjoyment of this well taught lesson contributed positively to their enthusiasm for sport and exercise. There were no great differences between the skills of boys and girls. The teaching was good because it concentrated on carefully watching and assessing pupils' performance and then using this assessment to give advice, instruction and encouragement as necessary. The high proportion of direct teaching was very clear, well informed and responsive to pupils' particular learning needs. Good instruction was given clearly, for example, on how best to position the body and feet when preparing to throw and catch, on the amount of force needed to carry the ball to its destination and the best level at which to pitch the ball. Pupils learned well in response to the good teaching that they received.
130. The teaching of games in Year 5 had similar strengths. Here too, the teacher's on the spot assessment of pupils' performance was used well to identify what skills needed particular attention and coaching. However, the direct teaching of skills, although clear and well informed, was too rushed. The helpful points being made were to some extent lost on pupils because not enough time was taken to explain and demonstrate things.
131. Pupils in Year 6 have skills in ball control and team playing which vary from one to the other. Although a few boys are competent with a cricket bat and ball, few pupils have well developed skills. In the lesson seen in Year 6, pupils' skills were on average no better than those seen in Year 5. The reason lies in the teaching which pupils receive in Year 6. The games lesson observed was well controlled, so that pupils behaved well

and were attentive and willing to learn. However, they were not taught anything. In contrast to the lessons seen in Years 2 and 5, there was no ongoing assessment of pupils' performance, aimed at identifying strengths and areas for development. No attempt was made to explain or demonstrate how pupils might develop their skills. The teacher played a passive role for much of the lesson, acting as the bowler while pupils played a game of 'run out cricket'.

132. Leadership and management are satisfactory. The subject co-ordinator helpfully monitors teachers' planning, checking for consistency with the national guidelines which the school follows. She has produced an appropriate subject action plan, which includes targets to review the subject policy, audit resources and forge closer links with the secondary schools. Although there has been some monitoring and evaluation of teaching, this has not been as effective as it might, as it has not focused on the main area of weakness in teaching.

RELIGIOUS EDUCATION

133. The previous inspection report described the attainment of both seven and eleven year olds as average and meeting the requirements of the locally agreed syllabus.
134. Standards in Year 2 continue to be average. Pupils know some familiar stories from the Bible such as the story of creation and stories about Moses. They understand that this is a special book for Christians. They have previously brought their own special books to school. They show interest in the Torah as the special book in the Jewish faith and suggest that it might contain prayers and rules. They were fascinated to learn that the Torah contains the first five books of the Old Testament.
135. By the end of Year 6, standards are below average and they do not meet the expectations of the locally agreed syllabus. By the time they are eleven, pupils have a sound knowledge of the Christian faith. They show good recall of their visits to the parish church and to the local Baptist church. They know that the work of the Parish Priest involves working with the sick and leading various youth groups among other things. In discussion, individual pupils were able to say that Baptism is welcoming someone into the church family and also that in order to receive Holy Communion, people need to be confirmed. In discussion, pupils show very little knowledge of faiths other than Christianity and this aspect of the locally agreed syllabus is not covered adequately. There is little evidence that ICT is used to support pupils' learning in religious education.
136. In the lessons observed, teaching was satisfactory in one and unsatisfactory in the other. Scrutiny of pupils' work shows that there is an emphasis on learning facts about religions and the aspect of learning how faith affects the lives of believers is not well represented. Teachers' planning does not follow the school's own curriculum plan. For example, in Year 6 pupils should have studied Muslim beliefs and lifestyle but there is no evidence in pupils' work that this has been covered and pupils show little understanding of this. Much of the work provided is of a low level. Pupils are given unchallenging worksheets, such as crosswords or word searches which do little to develop their knowledge and understanding.
137. Religious education makes little contribution to pupils' cultural development in helping them to understand some of the beliefs and practices of the diverse faith communities in Britain today.

138. The subject leader for religious education has made an effective start to her role, but there is room for further improvement. She has worked with a Diocesan adviser to introduce the revised agreed syllabus to the school and together they have worked with staff on planning. The policy has been updated in line with the revised syllabus. The school has strong links with the parish church and the local Baptist minister is also a regular visitor to the school. There are also visits from other Christian groups. The subject leader acknowledges that the study of faiths other than Christianity is an area that needs development.