

INSPECTION REPORT

LACEY GARDENS JUNIOR SCHOOL

Louth

LEA area: Lincolnshire

Unique reference number: 120673

Headteacher: Mrs G Bassett

Reporting inspector: Mrs R S Rodger
10347

Dates of inspection: 2 – 5 December 2002

Inspection number: 248168

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Maintained

School category: Junior

Age range of pupils: 7 - 11

Gender of pupils: Mixed

School address: Lacey Gardens
Louth
Lincolnshire

Postcode: LN11 8DH

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Appropriate authority: The governing body

Name of chair of governors: Mr N Mellows

Date of previous inspection: 24-28 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10347	Mrs R S Rodger	Registered inspector	Information and communication technology Educational inclusion, including race equality	Characteristics of the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed?
9399	Mr R Watts	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19774	Mrs M Docherty	Team inspector	English Art and design English as an additional language	
11419	Ms J Underwood	Team inspector	Mathematics Music Religious education	
30000	Mr J Tresadern	Team inspector	Science Design and technology Modern foreign language Special educational needs	
19897	Mr A Evans	Team inspector	History Geography Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lacey Gardens Junior School is situated in Louth in the north east of Lincolnshire. It is larger than most junior schools with 353 pupils on roll, 195 boys, and 158 girls. There are twice as many boys as girls in Year 3. The school has 14 classes. Pupils are grouped broadly by their prior attainment when they start in Year 3 and in Year 6 they are re-grouped by prior attainment for mathematics. Pupils in Year 6 make at least satisfactory and frequently good progress based on their well below average attainment on entry to Year 3. The attainment on entry of the current Year 3 is broadly average and reflects the improvements in standards each year since the last inspection. The area around the school is very mixed. Forty-two pupils are entitled to a free school meal and proportionally this is below the national average. There are two pupils from minority ethnic cultures; they are Filipino and one receives support to learn English. Twenty-five per cent of pupils have special educational needs which is above average, including fourteen pupils who have more challenging special educational needs and have a statement of special educational need which is a well above average proportion. Pupils have a range of special educational needs including specific learning difficulties; emotional and behavioural difficulties; speech and sensory impairment; multi-sensory and visual impairment; and physical and autistic disorders. An above average number of pupils join and leave the school at times other than their year of admission.

HOW GOOD THE SCHOOL IS

Lacey Gardens junior school is an improving school. Although standards are below average, they are improving, especially in mathematics. Achievement is satisfactory with some good achievement in mathematics, information and communication technology, music and design and technology. Higher attaining pupils are making the best gains. The quality of teaching is improving and there is more that is good and very good than there was at the time of the last inspection. A new headteacher has been appointed since the last inspection and she has led the good improvement. In the past few years she has worked hard to improve the standing of the school in the local community and has been successful in this aspect of the school's work. The personal and social development of pupils is well fostered by the school. The school has recently been awarded the national Healthy School standard. An excellent range of out-of-school activities enhances the curriculum. Taking account of the attainment of pupils when they start in the school, their achievement throughout school, their attitudes and behaviour, the overall satisfactory teaching and the above average pupil costs, the value for money provided by the school is satisfactory.

What the school does well

- Provides well for information and communication technology and achieves above average standards throughout the school.
- Provision for out of school activities is excellent.
- The headteacher is setting a clear direction for the school's improvements.
- The teaching of mathematics, music, information and communication technology and design and technology is good.
- Relationships throughout the school are very good.
- The provision for the personal, social and health education of the pupils is very good.
- Very good use is made of the local community to enrich the curriculum.

What could be improved

- Standards in English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Improvement since that time has been good. Standards in mathematics are higher than they were and pupils make better progress than they did. The quality of the curriculum is now good. Each subject is planned using the nationally recommended schemes of work and the National Literacy and Numeracy strategies are well in place. Assessment systems are improving. Good use is made of performance data to group pupils by prior attainment.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	E	E	well above average A above average B average C below average D well below average E
mathematics	E	E	E	E	
science	E	D	D	D	

The school's latest National Curriculum test results do not reflect the attainment of current pupils in Year 6 in English and mathematics. Standards in English and mathematics are now much closer to the national average with a higher proportion of pupils expected to achieve the higher Level 5 than in previous years. Current pupils achieve well in mathematics, information and communication technology, music, and design and technology. Achievement in speaking and listening, reading and science is satisfactory with some good achievement in reading. Standards in writing and science are below average, but improving. Standards have increased in the past five years in line with the national upward trend. The school's targets for English and mathematics in 2002 were narrowly missed. The targets set for 2003 are more realistic. Pupils with special educational needs and those with English as an additional language achieve well due to the good support they receive. Standards in information and communication technology are above average. Good use is made of information and communication technology to support learning in most subjects. Standards are broadly typical in all other subjects and achievement is satisfactory in art and design, design and technology, history, geography, music and physical education. All pupils are taught French and achieve satisfactorily. By the time they leave the school they understand and respond to simple questions in French. There are no significant differences between the attainment of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and most enjoy learning. Pupils are very enthusiastic about the clubs held at lunch times and after school.
Behaviour, in and out of classrooms	Good. Generally, behaviour in lessons is very good, with very little unsatisfactory behaviour that is always dealt with promptly. Pupils behave well around the school. There were twelve temporary exclusions last year involving ten pupils, mostly boys.
Personal development and relationships	Very good. Pupils willingly accept responsibility and work well with all pupils, especially the few pupils from minority ethnic backgrounds.
Attendance	Good. Attendance is above the national average.

Relationships within the school are very good. Pupils willingly accept responsibility. They take part in the school council meetings with maturity and discuss a wide range of concerns. Pupils are 'buddies' to new pupils coming to the school.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 - 6
Quality of teaching	Satisfactory

The quality of teaching is satisfactory overall. The strengths of teaching include: very good relationships between staff and pupils; very good knowledge of the subject in mathematics and information and communication technology; and clear objectives for learning displayed and shared with the pupils so they know what is expected

of them. Classroom assistants are generally effective and provide good support for pupils with special educational needs. The quality of planning has improved since the last inspection. In the few lessons where teaching is less effective, the pace is a slow and leads to pupils being disinterested; the work is not well matched to the needs of the pupils, resulting in too little learning; and too little time is allowed to review what the pupils have learned. Day-to-day assessment is not always used to help pupils improve their work. For example, marking frequently provides too little direction or reference to pupils' targets for improvement, especially in English. The National Literacy and Numeracy Strategies are used appropriately and are helping to improve the quality of teaching, especially in mathematics, which is now good. The basic skill of writing is an area the school has identified for improvement; the inspection team supports this finding. The teaching of mathematics, music, design and technology, and information and communication technology is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum are taught and the curriculum is considerably enhanced by the provision for high quality out-of-school activities. There are very good links with the local community.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are well supported, especially in English and mathematics. The withdrawal of pupils for individual and small group support is effectively managed to ensure pupils do not miss the same lesson consecutively.
Provision for pupils with English as an additional language	Good. Pupils are well supported and where necessary there is additional support for pupils in the early stages of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social development is very good, for spiritual and moral development it is good. It is satisfactory for their cultural development.
How well the school cares for its pupils	Satisfactory. The school is a caring, harmonious community where pupils are valued and secure. More rigour is required with regard to the procedures for child protection and health and safety. The procedures for improving behaviour are effective. There are good procedures for assessment in English and mathematics, but less so in all other subjects.

Partnership with parents is generally good. They are satisfied with the provision for their children and feel the school has improved in recent years. The school has worked well to develop links with parents. The school consults with parents and values their opinions in making decisions about homework, behaviour, and sex education materials. The school has very recently achieved the National Healthy School Standard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has worked hard to improve all aspects of the school's work and standing in the local community since the last inspection. The deputy headteacher and year group leaders are very supportive of the headteacher and carry out their responsibilities appropriately.
How well the governors fulfil their responsibilities	Satisfactory. Some of the governors are relatively new to the school. They are keen and supportive, but there are a few statutory responsibilities they still need to implement; they do not all have a clear role in shaping the future direction of the school.
The school's evaluation of its performance	Good. The school improvement plan provides a clear overview of the needs of the school based on the checking of teaching and learning by the headteacher. Performance management arrangements are good and provide staff with a clear focus for their development and training.
The strategic use of resources	Good. Priorities are clearly linked to the budget and best value principles are applied. The headteacher seeks out sources of additional funding very successfully to improve resources and accommodation in school.

The school has a very high standard of accommodation in the main building, with rooms available for specialist activities such as special educational needs, design and technology, music and information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like the school and make good progress.• The teaching is good and the school is well led and managed.• Parents feel comfortable about approaching the school with concerns.• The school expects their children to work hard and do their best.	<ul style="list-style-type: none">• Information about how their child is getting on.• The way the school works closely with parents.

The inspection team agrees with the positive comments made by the parents. They support their views that the information about how their child is getting on could be improved, especially the annual reports. The inspection team feels that the school works very closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of attainment in the 2002 national tests for pupils in Year 6 were well below average in English and mathematics. They were below average in science. Test results have remained well below average in English and mathematics for the past five years. They have improved in science, from being well below average to below average in the 2002 results. Pupils who left Year 6 last year achieved satisfactorily based on their well below average attainment on entry to the school in Year 3. In recent years, there has been an increase year-on-year in the proportion of pupils attaining the higher level 5 in English, mathematics and science, although this is below average when compared to schools in similar circumstances. The trend in the school's average point scores is broadly in line with the national upward trend.
2. Current standards are more encouraging. Pupils in Years 3, 4, and 5 achieve standards close to the national expectations because of improvements in the leadership of the headteacher, the curriculum, and the quality of teaching. Standards remain below average in English, mathematics and science, but pupils are likely to achieve much closer to national expectations in the 2003 national tests than in previous years. Achievement in mathematics, information and communication technology, design technology, and music is good. It is satisfactory in English and science with several examples of good achievement. For example, in English, the Year 4 pupils used alliteration accurately to create a more powerful impact for the headlines that they created. The use of information and communication technology enhanced an activity as a small group designed a range of headlines using a large font. Pupils with special educational needs achieve well, although their overall attainment is well below average. Pupils with English as an additional language make good progress and attain in line with nationally expected levels. There are no significant differences between the attainment of boys and girls.
3. In English, standards in speaking and listening are satisfactory in Year 6. Pupils can explain an event in their own life with enthusiasm and very articulately. For example, in preparation for writing their autobiography a pupil described her trip to the dentists very vividly. A pupil with special educational needs in a Year 5 class, gave a very lucid explanation of why straws of varying sizes made different sounds when air blew through them. Pupils read with good levels of understanding and expression and talk about stories read so far. They can identify key points in stories and higher attaining pupils refer to the book to explain their ideas. Standards in mathematics are improving as a result of improvements in the quality of teaching, especially the increased expectations of teachers. Year 5 pupils for example, learned how to use a protractor to measure and record acute and obtuse angles to the nearest degree.
4. Six out of ten of the pupils with special educational needs are in the school action stage of the special educational needs Code of Practice. The substantial majority experience difficulty with literacy and numeracy and are one or more years behind the national expectations for their age. Some also have social, emotional and behavioural difficulties. The remaining pupils all have long-term difficulties of a general learning, behavioural, or a severe physical nature. Pupils in all years are attaining appropriately given the limitations of their abilities. Most pupils make good progress and some make very good progress. For example, one pupil with a Statement of special educational need working in a mathematics lesson responded eagerly and correctly to the teacher's questions. In one instance, she was able to offer an answer when higher attaining pupils were unable to offer a response. While she was well supported by the teaching assistant who checked her ideas with her, the response was clearly her own. Pupils with special educational needs achieve well in information and communication technology as a result of good support and suitably challenging work that is motivating and interesting.
5. Each year-group has a small number of pupils with particular talents. In Year 5 and 6, such pupils are provided with extension work in English. Their progress is carefully checked by the headteacher who ensures they are provided with extension work in English and mathematics.
6. Standards are above average in information and communication technology. Pupils are confident and show a good level of skill when using computers and turn readily to the Internet to find information they need. Standards are satisfactory overall in all other subjects, with some examples of good achievement in design and technology and music. For example in design and technology Year 4 pupils designed and carefully executed clay tiles to a pre-determined specification designed in a previous lesson. In the short French

lesson, more able Year 3 pupils confidently asked each other questions about the time and gave their answers in French.

Pupils' attitudes, values and personal development

7. Pupils' have good attitudes towards the school and their education, which is consistent with findings during the last inspection. In the opinion of parents, virtually all their children enjoy school and this is borne out by conversations with pupils. Lessons start promptly, although pupils who arrive late sometimes interrupt activities at the start of the day. Attitudes within lessons are very dependent on the skill of the teacher in making the subject come alive and sometimes the teacher has to work hard to motivate many in the class to respond. In the best lessons, however, most are attentive and keen to answer questions and some contribute perceptive comments. When the task is challenging and appropriate to what they already know the pupils generally concentrate well and work hard. However, in some lessons pupils lose concentration because the task is not totally appropriate and they are not used to taking initiative to solve problems, tending to rely too heavily on adult support. They are very enthusiastic about doing things outside the classroom, such as the wide range of lunchtime and after-school activities.
8. The behaviour of pupils is good, although a few parents complained about the poor behaviour of a minority and the impact it had on learning. There were twelve temporary exclusions last year, involving ten pupils, mainly boys. These were mostly for unacceptable breaches of the rules, such as violence or swearing. Most of these pupils have now left the school. In lessons, pupils respond well to a combination of a quiet reminder to pay attention and encouragement and praise when they do so. Where methods that are more formal are necessary, they are generally effective. In many lessons, behaviour is very good and in only a few is it unsatisfactory. The pupils' behaviour as they move around the school and in assemblies is also good. At dinner times, when they eat their packed lunches in their classrooms, the atmosphere is calm and there is a pleasant social atmosphere. Pupils accept the validity of the school rules and agree that discipline is firm but fair. They recognise the difference between right and wrong and generally abide by the rules. They have had the opportunity to discuss the reasons behind these and to devise their own class rules to supplement them.
9. The personal development of pupils is very good and relationships within the school are very good. This is an improvement since the last inspection. In many lessons, there is very good rapport between adults and the pupils. The pupils respond well to the efforts of staff to build this and to the positive role models that they provide. Pupils are learning to work collaboratively and to be sympathetic to the needs of the few pupils from ethnic minority backgrounds who are not yet totally fluent in English. Pupils willingly accept responsibilities offered, for example older pupils help supervise and play with the younger ones, particularly when the latter join the school. Pupils participate in the school council with seriousness and maturity and discuss a wide range of concerns for pupils.
10. Pupils play well together in the playgrounds and there are few incidents of conflict, either deliberate or accidental. No incidents of bullying, racism or social exclusion were observed during the inspection but some pupils said that there was occasionally bullying which the staff dealt with effectively. Whilst pupils have learnt about religions in lessons, older pupils are loathe to talk about their spiritual feelings, such as the 'meaning of life'. Their cultural knowledge is weak, particularly about ethnic minority cultures that they will encounter in other parts of Britain.
11. Overall, attendance is good. Last year attendance was above the national average for primary schools, with unauthorised absence being low. A small number of pupils are a few minutes late each morning.

HOW WELL ARE PUPILS TAUGHT?

12. Overall, the quality of teaching throughout the school is satisfactory with some very good teaching in Year 6. In the eighty lessons observed, teaching is very good in twelve per cent, good in thirty five per cent and satisfactory in forty six per cent. It was unsatisfactory in five per cent and poor in one per cent. The quality of teaching has improved significantly since the last inspection.
13. Strengths of teaching include: very good relationships between staff and pupils, good pace; and clear explanations and the use of probing questions to help pupils to understand what they are expected to know, especially in mathematics and information and communication technology. Some teachers have particularly good knowledge of the subjects they teach, such as music. Pupils are generally well motivated

to learn, especially in mathematics, where there is a good use of resources such as the overhead projector to help pupils learn how to measure angles using a protractor. Good use is made of classroom assistants to support pupils with special educational needs and pupils with English as an additional language. They are generally deployed appropriately, although there is one class with a large number of pupils with challenging behaviour and learning difficulties who need more support for small group activities. The school plans to reduce class sizes further by increasing the number of staff to work with the older pupils in the spring term. The quality of planning is generally good and consistent across year groups because year group teams plan together. Good account is taken of the National Curriculum programmes of study to ensure there is coverage of statutory requirements. This is a good improvement since the last inspection. However, occasionally, especially in mathematics there is too little account taken of the wide range of abilities across the year groups with work not well matched to the wide range of pupils' needs. For example, in Year 3, lower attaining pupils struggled to understand that subtraction was the inverse of addition because they lacked the basic skills and did not know how to use a number line. Work is not as well matched to the needs of some pupils as it could be.

14. Pupils with special educational needs are generally taught well in most lessons and especially in literacy and numeracy. This is because the planning in these lessons takes into account the varying attainment of the pupils and the work is appropriately matched to differing needs. For example, in a Year 4 lesson in which the pupils were solving time problems, the work of some pupils with severe special educational needs was focused upon recognising the hours, while other pupils had more difficult tasks. The teaching assistant then worked with the particularly low attaining group, guiding their thinking and carefully checking when they were being successful in order to move them to problems with a higher level of difficulty. This ensured a steady rate of progress through the activities and created a continual challenge and advancing their learning. This maintained their enthusiasm and, by the end of the lesson, all the pupils could give correct answers to the problems. In the same lesson the teaching assistant paid careful attention to the way a pupil with behavioural difficulties followed instructions, helping him to achieve a key target in his individual education plan. However, in some subjects the lesson plans do not always make explicit the way in which the teaching will take account of the needs of pupils with different abilities and in some lessons the tasks set are not sufficiently directed towards the needs of pupils with special educational needs. This makes the teaching less effective. Teaching is also sometimes less effective when the close support of teaching assistants is not available.
15. The teaching of mathematics, design and technology, information and communication technology and music is good and as a result pupils achieve well in those subjects. A consistent feature of good teaching is the high level of subject knowledge shown by staff as they explain new ideas to pupils and probe their understanding through very skilful questioning. Pupils are generally provided with an appropriate amount of homework in all classes. The pupils' information and communication technology skills are effectively fostered as a result of preparation they are expected to carry out at home.
16. Where teaching is less satisfactory, a small amount proportionally, there is too little challenge in the work and the pace of learning is slow because explanations lack clarity leading to misunderstandings among pupils. Expectations are occasionally too low. The quality of marking is very variable and generally could be better. There is too little direction provided for pupils or reference to their targets for improvement. There is no ongoing evaluation in the daily or weekly planning to show what steps need to be taken next by pupils.
17. The quality of pupils' learning is satisfactory overall. There are some instances of good learning in information and communication technology due to the good levels of motivation and interest shown by the pupils and their ability to work co-operatively with good levels of concentration. In many lessons, the very good relationships of the teacher with their class promotes high levels of concentration and interest as well as an eagerness to please.

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

18. The school provides a balanced curriculum, which provides a good preparation for secondary school. All the subjects of the National Curriculum are taught and, in addition, the pupils have the opportunity to learn some basic French. Religious education is in line with the local policy and the school meets its obligations to provide a daily act of collective worship well. Total weekly teaching time meets national recommendations for junior pupils. There is an emphasis on the teaching of English and mathematics, the latter being taught in groups based on the prior attainment of pupils in Year 6. When the pupils start in Year 3, they are grouped in broad ability bands based on their prior attainment. These arrangements are

generally satisfactory, although at times there is too little account taken of the range of abilities across the three classes. Planning of the curriculum is good. This is an improvement from the previous inspection. Schemes of work are now in place for all subjects. The national strategies for literacy and numeracy are well established. Planning in other subjects is securely based on guidance from the Qualifications and Curriculum Authority or on commercial schemes of work. The teachers plan carefully for the work that the pupils will do each term and each week. Teachers in each year group plan closely together, so that the pupils in the parallel classes cover the same work. At times, this work is not planned to take account of the wide range of abilities in each year group.

19. There is an excellent range of lunchtime and after-school clubs, including orchestra, recorders, chess, art, pottery, computers, left-handed writers, drama, gymnastics, and other sports. Fifteen pupils currently take advantage of opportunities for the free instrumental music tuition. Twenty-two pupils were observed participating enthusiastically in the gymnastics club and the orchestra was observed successfully rehearsing some Christmas songs. Breakfast and homework clubs are provided and there is an after-school 'Kids Club' on site. Sports matches are played against local schools and the school participates in local tournaments, often with considerable success. The football and hockey teams have been particularly successful recently. The teachers enrich learning further by organising a wide range of school visits and by using the knowledge and expertise of visitors whenever possible. There are annual residential visits to Robin Hood's Bay and to France for pupils in Years 5 and 6.
20. The school makes very good provision for the pupils' personal, social, health and citizenship education (PSHCE). It has recently gained the National Healthy Schools standard. The teachers emphasise the importance of a balanced diet as part of a healthy lifestyle. The pupils learn about the changes that occur when they grow older and about the nature of friendship and relationships. The school nurse helps with formal sex education in Year 6. The teachers ensure that the pupils are made well aware of the dangers of drug misuse. Local police come to talk to the pupils and the school nurse holds a useful 'drop-in' session for parents and their children. In regular PSHCE lessons, there are opportunities for the pupils to discuss relevant issues, such as taking risks, trust, road safety and bullying. They learn about community services, such as rubbish collection and leisure services. As part of the United Nations Convention on the Rights of the Child, the pupils discuss local play facilities for children. There are opportunities for some pupils in a 'socially speaking' group to develop their self-esteem and confidence in communication. A 'Hansard youth vote' introduces all pupils to ideas about democracy.
21. Pupils with special educational needs experience a curriculum that is broadly the same as other pupils and are included well in the work of the school. The policy for special educational needs has just been revised and is good. It is implemented effectively and as a result, the provision for pupils with special educational needs is good, enabling pupils to be supported across a range of curriculum subjects but with emphasis given to literacy and numeracy. In class, work is generally well matched to the needs of the pupils on different stages of the Code of Practice and the work of pupils withdrawn from classes is well linked to what the rest of the class is learning. Pupils at the school-action plus stage receive thirty five minutes of individual tuition per week but this time is rotated through the timetable so that a pupil's learning in any one subject is not constantly disadvantaged. Statemented pupils are also withdrawn on the same basis if their individual education plan targets demand it, for example for speech therapy.
22. The school makes very good use of the community to enrich learning and social development. A local supermarket supported the school's bid to gain the National Healthy Schools standard, which has now been achieved. There are close ties with local churches, where the pupils celebrate Christian festivals. Visiting clergy sometimes lead assemblies. Pupils in Year 6 visit St James Church to participate in 'care in the community', first aid and sign language courses. Some pupils participate in the church's Education Day. The orchestra entertains members of the community in school and at outside venues. They have been involved in entertaining the 'Smilies Club' and residents of The Elms and Oakwood and in switching on the Christmas lights in the Cornmarket. A local composer has arranged music for the orchestra. There are very close ties with the Louth Playgoers Society, which enriches the provision of drama in school. Staff members from Grimsby Town Football Club have offered sports coaching after school. The teachers make good use of the locality to extend learning in history and geography.
23. The links with the infant school and with the secondary schools to which the pupils in Year 6 transfer are good and the parents appreciate these. There are good systems in place to ease the transition from infant to junior school and from Year 6 to Year 7. The orchestra plays in the infant school and pupils in Year 3 write to pupils in the top year of the infants, inviting them to assemblies, plays, and sports day at the junior school. Teachers from the secondary schools come to talk to the Year 6 pupils and there are opportunities

for the pupils to spend two days in their secondary school during the summer term. The school hosts secondary school work experience students and trainee teachers from Bishop Grosseteste College. It has also hosted the schools' area recorder festival.

24. The provision for spiritual, moral, social and cultural development is good and an improvement since the last inspection. Provision for social development is very good. There are many strengths in the school's provision. For example, the school council meets regularly, a buddy system, an expectation that pupils will care for the environment, will help in the library and perform a variety of other tasks around the school. The buddy system encourages Year 5 pupils to write to Year 2 pupils transferring from the infant school so that when they come on induction visits and begin school they have someone to help them. Pupils are expected to care for the environment and often have litter patrols. Opportunities are provided, in many areas of the curriculum, for pupils to work together in pairs or small groups. The involvement of pupils in activities out of school, such as representing the school in sports teams, music, in raising money for charities and residential visits also helps to develop their social skills.
25. The provision for pupils' spiritual and moral development is good. The pupils' spiritual awareness is increased through assemblies, in particular in a class assembly observed during the inspection where the theme was "A smile". Visitors from different Christian denominations are invited to lead assembly and this helps to broaden pupils' understanding of the Christian faith. Opportunities are presented to pupils during circle time to discuss any arising issues and to learn to respect the views and opinions of others. Teachers know their pupils very well and through praise and encouragement help raise all pupils' self-esteem, giving them confidence to answer and ask questions. The pupils have a well-developed sense of right and wrong and in special assemblies, held weekly, pupils' good behaviour is celebrated. The school ethos, behaviour policy, and rewards system have a positive effect on promoting acceptable behaviour.
26. The provision for pupils' cultural development is satisfactory. The provision for raising pupils' awareness of their own culture is good. The local area is used for study both environmental and historical and visits are made to places of interest. Pupils regularly listen to music as they go into assembly and consider paintings by well-known artists. However, the provision for raising pupils' awareness of other cultures is a weakness. Although other cultures are studied in geography and other faiths through religious education, there is limited evidence of the school raising pupils' awareness to the fact that they live in a culturally diverse society. During the inspection there were no displays celebrating other cultures or festivals or achievements of people from a range of backgrounds. In the past the school has celebrated other religions through daily assemblies and made use of visiting theatre groups to listen to African music. The diversity of cultures is reflected further through eating foods from a range of ethnic groups, such as the Greeks.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school is a caring, harmonious community where pupils are valued and feel secure. Overall, procedures for child protection and health and safety are satisfactory but some need to be made more rigorous. Staff trained in first aid look after pupils who are ill or have accidents at school well. They are sympathetic to pupils' needs, which often require close liaison with parents and carers. Health and safety risk assessments of the premises and equipment are carried out thoroughly. However, the school has not yet made a start on systematically assessing activities either within lessons or on school trips and recording the actions necessary to minimise any risks. Child protection procedures, which meet local guidelines, are in place and staff members have been appropriately trained in their use. However, in a period when the designated teacher is on secondment, there is some confusion as to which member of staff now holds the actual responsibility. Welfare agencies give the school good support in the cases encountered.
28. The procedures adopted for improving behaviour are effective. The discipline system emphasises praise and the pupils value the system of rewards. There is also a consistent approach if they misbehave and pupils understand the overall system and respond well. Pupils have been consulted about the kind of rewards they would like. When pupils have particular behaviour problems, they are set targets and their behaviour is monitored effectively. Pupils discuss bullying in assemblies and in lessons and know how to handle it, should it arise. The school has followed correct procedures when pupils have been excluded and appropriately supported them when they return, to lessen the likelihood of recurrence.
29. Overall, the school makes satisfactory efforts to improve attendance. Teachers complete registers punctually at the start of each school session. Patterns of absence are looked for and parents are asked to provide reasons for all occurrences. As a last resort, the local education welfare officer contacts parents.

As a result, attendance is generally good. The school aims to comply with the recommendation to contact parents if pupils are absent with no reason given. Daily procedures for unexplained absence and lateness have not been modified to take account of the changed structure of the start of the day and hence lack rigour, although they do comply with statutory requirements.

30. Procedures for the assessment of pupils' attainment and progress are good for English and mathematics and satisfactory for art and design but very inconsistent and, therefore, generally unsatisfactory for science, information and communication technology and all other subjects. Procedures for assessing English and mathematics have improved since the last inspection, where assessment was judged to be ineffective in ensuring that teachers have information about pupils' prior attainment to plan their teaching. Marking was also variable at that time and not always used to tell pupils what they need to do to improve. Evidence from this inspection indicates a similar position, especially in the marking of writing.
31. Assessment of pupils when they enter the school is thorough, and the school uses an analysis of the national tests taken by seven-year-olds at the end of Year 2 to band the pupils broadly according to their attainment. Further assessments are made in English and mathematics and results are used to set individual targets in English. The school analyses the results of end-of-year tests to inform planning. Samples of pupils' written work and reading records are also used to identify pupils who may require an individual education plan because they have special educational needs. During the week of inspection, very little reference was made to individual targets at the beginning of reading and writing tasks or in marking in books. Marking or ongoing assessment generally was not directed either at year-group targets or at pupils' own targets, and is often over-generalised. For example "good work", while positive, does not evaluate in detail pupils' writing skills, nor indicate where they might improve. In much of the work in books, low expectation was indicated, with teachers accepting and appearing to approve unsatisfactory spelling, handwriting standards, and overall presentation. Pupils, therefore, often did little to edit their work or finish incomplete tasks.
32. The provision for pupils with special educational needs is good. The construction of the individual education plans is carried out thoroughly and they are generally of a good standard with targets that are short term, specific and measurable. They are all reviewed each term or more frequently if necessary and they are monitored by the special educational needs co-ordinator for quality and their resource requirements. The school monitors the progress of pupils closely and maintains detailed records. A system is currently being established that will provide an overview of the learning of individual special needs pupils to permit easy tracking of their progress but this is not yet in use. Assessments are made on the progress of pupils every half term. In addition, teaching assistants make daily reports to teachers and modifications to pupils' work are made as necessary. Individual education plans clearly record the achievement of pupils in relation to the targets set. The staged identification, assessment, and review process is well established and used effectively. There are good relationships with support and medical agencies. For example during the inspection a very constructive meeting was observed between a visiting learning support teacher and a teaching assistant in which each was able to contribute information and ideas in furthering the provision for one pupil. Teachers are sensitive to the needs of pupils with social and emotional difficulties and special provision is made for these pupils with group sessions for behaviour and social speaking.
33. In English and mathematics, pupils' performance is tracked throughout their time in school and recorded to help teachers identify those pupils who are not making expected progress. Additional support is provided for those pupils who would benefit from working with a teacher assistant or from "extra English" classes in the case of higher attaining pupils. Work for this group is planned at Level 5 of the National Curriculum and is, therefore, not appropriately linked to their current reading and writing performance to help them progress to the next stage. Analysis of these tracking records is helping the school predict future levels of attainment and to provide intervention strategies to raise standards. For example, staff have been trained in further literacy support to help pupils in Year 5 who are unlikely to achieve expected standards in Year 6 without additional support. The school analyses pupils' performance in the optional National Curriculum tests in Years 3, 4, and 5 to identify areas of weakness that might be remedied the following year by intensive work in specific areas. Such analysis has led to the purchase of resources to address the current lack of appealing books for boys and the need for a high focus on comprehension beyond the literal meanings available in good general reading activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Parents are very satisfied with what the school provides and feel that the school has improved over the past few years. The parents who attended the meeting before inspection were generally supportive of the school and had few concerns. Less than a quarter of parents returned a questionnaire but the views expressed there were also positive with only two areas of significant concern. Parents are most impressed by the range of activities outside lessons. Almost all think their child enjoys school, is expected to work hard and is making good progress. The two minor concerns are about information on their child's progress and how closely the school works with parents. The details of the questionnaire responses are given in the table in Part C. Many positive views are confirmed by the inspection. Links with parents are good but pupil reports, though recently improved, require more detail.
35. The school works to forge links with parents and this has been effective. The school provides parents with satisfactory information about the life of the school. When they begin, teachers tell parents about how their child will be taught. Thereafter they are kept well informed of what is happening in school with regular letters, which also contain details of what will be taught each term. Thus, parents are able to give what support they can with learning. Pupils' annual reports give brief information about the progress in all the subjects taught except for art and design. However, reports do not meet statutory requirements because information on pupils' progress in art and design and in design and technology is combined, as if one subject, and not reported separately as required. Detail is best for the core subjects of English, mathematics and science where they differentiate well according to the ability of the child. Attainment and effort are summarised in a table and targets set for the coming year. Comment on the other subjects is too often superficial; sometimes every pupil in a class has the same couple of sentences. The comments on the pupils overall and on their personal development are good and reflect the close knowledge that teachers have. Parents are given the opportunity to discuss their child's progress at formal meetings with the class teacher, although a significant minority of the parents do not take advantage of this. The school consults parents well about such areas as the behaviour policy, homework, and sex education materials. The school has acted upon some of the results of such surveys, showing that it values parental opinion.
36. Parents are very pleased with arrangements for the support of pupils with special educational needs. They know whom to contact and are welcome to discuss the progress of their children formally and informally as they wish. Parents are invited to all formal meetings.
37. Whilst some parents are very supportive of the school, some are not and, on balance, the impact of parents is broadly the same overall as that found in the average primary school. Many parents help their child by hearing them read regularly at home and encouraging them to do homework. The school issued a Home-School Agreement and homework policy, which are contained in the reading record/ homework diary. The school does not monitor the level of parental support with homework. On the other hand, assemblies where pupil achievements are celebrated are well attended. The 'Friends of the Lacey Gardens' organise many social and fundraising events which contribute social cohesion to the school as well as providing teaching and playtime resources. A few parents give much valued help in lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. Leadership by the headteacher is good. She has ensured the good improvement since the last inspection and has led the school through a turbulent period in recent years. She has a clear vision for the development of the school and works effectively to raise the profile of the school in the community, ably assisted by the deputy headteacher. She takes responsibility for ensuring the pupils achieve as well as they can. She has a good grasp of how to use and analyse performance data.
39. Team spirit throughout the school is strong. Year group team leaders are generally effective and keep a close eye on the work of their colleagues, albeit informally. The headteacher is well supported by a non-teaching deputy headteacher who takes a major responsibility for covering classes when teachers are absent or on courses. He assists in mentoring students in school and takes responsibility for performance management. Communication throughout the school is good.
40. Performance management arrangements are good. Staff have been observed teaching and provided with useful feedback to inform their new targets. Arrangements for the monitoring and evaluation of teaching and learning are satisfactory. Key teachers have little opportunity to check their subjects, which is acknowledged by the headteacher as an area for development. The headteacher has recently completed a moderated school self review with the support of the link adviser from the local education authority. This document portrays an unrealistic picture of the school and is therefore not very helpful in establishing the

way forward in some aspects of the school's work related to the leadership and management of the school. The school improvement plan provides an effective overview of the future priorities of the school. Subject leaders have each produced an action plan for their subject. Interim reviews take place to measure progress, which is a good practice.

41. The role of the governing body is satisfactory. The governing body is relatively new and some are inexperienced. They are keen and very supportive of the school. The school prospectus is well presented and informative. However, there are some statutory requirements they need to check are in place. The information about pupils with special educational needs and how those with disabilities can come to the school need to be clearer. The school does not yet have a racial equality policy and there are minor omissions in the school prospectus. The chair meets regularly with the headteacher and provides good support. The governors are less involved in checking on the performance of the school, although the chair has a reasonable understanding of the data comparing the school's performance in national tests with other schools the contribution of the governors to this aspect of the school's work is satisfactory.
42. The management of special educational needs is good overall, and a new policy has recently been put in place. Strategic planning is good and the co-ordinator has clear ideas about the areas for improvement. However, administration takes up a major part of the time allocated to the post, which leaves insufficient time for checking teaching and observing pupils at work in the classroom. The school makes a good contribution from its own funds to support the pupils with special educational needs for example, for the provision of resources and the staffing for the groups of pupils receiving extra help in behaviour management and social speaking. The school has also set aside a well equipped room for special educational needs that gives designated teaching space with a good resource base. These resources include a range of information and communication technology programs with a particular focus on numeracy and literacy. There are also five laptop computers for use with special educational needs pupils. However, resources still need to be organised to help teaching assistants make easier use of them and to help build into the resource bank resources that the teaching assistants are making for their own work with pupils. Teachers are trained in relation to the particular needs of pupils in their classes and there is one staff development session devoted to special educational needs every term. Teaching assistants are well qualified. In addition they participate fully in all school staff development sessions and receive focused training in relation to the needs of the particular pupils with whom they work. The governing body makes an appropriate contribution to the development of the subject but does not play a sufficiently strong role in reporting about special educational needs to parents.
43. Induction procedures for new staff are effective. Newly qualified teachers receive good support from the school as a whole and from assigned mentors. The school, with its supportive ethos, is a suitable establishment for the training of teachers and those in the school are flourishing.
44. Senior staff have a good understanding of budgeting and planning for the future, linked well to audits of the school's needs and the actions required. Day-to-day financial control is rigorous. The most recent financial audit found that financial procedures are generally satisfactory and the few actions required have been completed. All designated funds are used for their stated purpose. The school makes good use of modern technology in the office, extensive use of overhead projectors for teaching and is starting to introduce developments such as video projectors within the computer suite. The principles of best value has been put into practice in the purchase of resources and services but there needs to be a greater awareness of comparison with other schools, for example in academic standards and patterns of expenditure.
45. The main building provides a very high standard of accommodation, with several rooms set aside for specialist activities such as special education needs support, music, information and communication technology, and design and technology. There is a good hall for physical education and extensive playing fields. The only drawback is the block of four wooden classrooms detached from the main building which, although well decorated, make independent access to the other facilities such as the toilets more difficult for the Year 3 pupils. Standards of cleanliness are high.
46. The pupil teacher-ratio is currently better than average as a result of a decision by the school to keep class sizes down. The number of classroom assistants is appropriate to the large number of pupils with special educational needs. Teaching resources are generally plentiful and of good quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

□ **raise standards in English, mathematics and science by:**

- improving the quality of teaching so there is more good and very good teaching;
- improving the quality of marking;
- providing further training for staff;
- improving the leadership and management of mathematics;
- identifying opportunities to write in subjects other than English.

(These points are discussed in paragraphs 30, 49, 53, 55, 56, 57, 62, 63, 64, 67, 68)

48. Additional features the school may wish to consider:

- fully meet statutory requirements by having a racial equality policy, clarifying the position with regard to pupils with special educational needs and the arrangements to improve accessibility by disabled pupils to the school in the school prospectus; and ensuring that annual reports comply;
- putting assessment procedures in place for all subjects apart from English and mathematics;
- providing all pupils with the opportunities to develop a greater awareness of the diversity of cultures within society.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	28	37	4	1	0
Percentage	0	12	35	46	5	1	0

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

Information about the school's pupils

Pupils on the school's roll	Y3- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	353
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	95
National comparative data	94.1

Unauthorised absence	%
School data	0
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	46	69	116

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	30	37
	Girls	45	37	54
	Total	73	67	91
Percentage of pupils at NC level 4 or above	School	63 (61)	58 (51)	79 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	32	41
	Girls	47	39	53
	Total	74	71	94
Percentage of pupils at NC level 4 or above	School	64 (67)	61 (74)	81 (83)
	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	351	12	0
White – Irish	0	0	0
White – any other White background	0	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	2	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: Y3 – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23.5
Average class size	25

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	238

Financial information

Financial year	2002
	£
Total income	899797
Total expenditure	905559
Expenditure per pupil	2467
Balance brought forward from previous year	7207
Balance carried forward to next year	1445

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	353
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1	0	0
My child is making good progress in school.	53	42	0	0	5
Behaviour in the school is good.	38	44	9	0	9
My child gets the right amount of work to do at home.	42	48	8	2	0
The teaching is good.	47	47	2	0	4
I am kept well informed about how my child is getting on.	32	45	16	6	1
I would feel comfortable about approaching the school with questions or a problem.	60	38	1	1	0
The school expects my child to work hard and achieve his or her best.	56	39	1	0	4
The school works closely with parents.	33	47	11	5	4
The school is well led and managed.	43	47	5	1	4
The school is helping my child become mature and responsible.	52	37	5	1	5
The school provides an interesting range of activities outside lessons.	72	23	5	0	0

Other issues raised by parents

Parents value the residential trips and the work of the school towards gaining the healthy schools' award. Equality is fostered well through the orchestra where teachers and pupils play together.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

49. Standards in English are below average but the pupils' achieve satisfactorily. The 2002 national tests for pupils aged eleven indicated that standards were below the national average and below the standards achieved by pupils in similar schools. The prior attainment of these pupils when they arrived in Year 3 was also below average, which means that pupils have made satisfactory progress since then. Test results have improved compared to the previous inspection. The target for current Year 6 pupils based on their prior attainment indicates a slight improvement on the 2002 target. Pupils with special educational needs make satisfactory progress, particularly when supported by well-deployed and trained classroom assistants. The two pupils with English as an additional language make good progress because of good teaching: tasks are explained well and additional visual support is provided to give as much access as possible to the meaning of the texts being studied. For example, in a good Year 5 lesson a bilingual pupil was well supported by the visual dimension of the work on instructional texts.
50. Inspection evidence indicates that two-thirds of pupils are likely to attain the expected standards in the subject overall. This is a slight improvement compared to last year and reflects the pupils' skills in reading rather than writing. Scrutiny of Year 6 workbooks indicates that writing standards lag behind those in reading.
51. Standards in speaking and listening are satisfactory. Pupils listen attentively in discussions, raise interesting questions about the books they are studying and explore ideas in the last part of lessons. For example, in a very good Year 6 lesson, pupils discussed the way Mark Twain used similes effectively when describing Huckleberry Finn's father. They saw that the writer's use of the simile "skin white as a tree-toad's" was appropriate for a reader in the American state in which the animal is native. They recognise that a description of a hat being "caved in" is not a simile but that the hat with its crown torn "like a tin-lid" is. Pupils that are more able understand that the special skill of a writer like Dickens is his ability to bring depth of meaning to a single phrase. For example, pupils discussed why Nancy in "Oliver Twist" could "hardly bear to look at Oliver" was Dickens's way of explaining her deep regret at drawing him into a life of crime and violence. In a very good Year 6 lesson, lower attaining pupils achieved satisfactory standards in a discussion about the writing of Charles Dickens because of the high expectation of the teacher and the quality of the questioning and his responses to pupils' ideas.
52. Standards in reading are below average. The majority of Year 6 pupils are able to discuss and summarise what the story is about and can explain a character's actions by reference to details read earlier. They can use their knowledge of sounds and clues from the overall meaning of the sentence and grammatical possibilities to tackle new words. They are aware that the layout of non-fiction books includes the use of sub-headings, labelled diagrams and lists of facts. They are able to use a contents page and an index to locate particular information. Pupils are confident in their use of the Internet to locate information; they use their alphabetical skills reasonably effectively to do this. Pupils refer to punctuation to bring more expression and meaning to their reading. Higher attaining pupils are aware of authors' techniques in building up the drama and use their voices effectively to indicate the difference between direct speech and linking story lines.
53. Standards in writing are unsatisfactory. Work in books indicates that basic punctuation and high frequency words that should be known are not written accurately. Punctuation is not used sufficiently to enhance their writing though pupils use punctuation well in guided reading activities. Punctuation to indicate particular meaning, for example exclamation marks, question marks, the use of apostrophes and speech-marks is not being consistently used in their writing. Spelling is also unsatisfactory, with pupils making plausible choices from the sound of words, but not demonstrating secure knowledge of the likely letter arrangements for particular word groups. Higher attaining pupils are able to use very imaginative vocabulary in their writing and understand how to engage the interest of a reader by direct communication. For example, in one piece of writing a pupil wrote: "Maybe he's worried about something. I wonder what". Another pupil achieved a particular effect when describing a haunted café with "ancient tables and uncomfortable chairs", bringing her writing to a dramatic conclusion with "another piece of wall-paper ripped....", leaving the sentence ominously unfinished.

54. Achievement in English is satisfactory overall, with some strength in reading. Pupils' work is improving, especially in Years 3, 4, and 5. The achievement of pupils in Year 6 is satisfactory overall, with some good achievement too in reading based on their below average attainment in reading and writing on entry to the school in Year 3. Pupils explore ideas imaginatively in a particular book. For example in Year 3, pupils discussed the way an author built up drama in a story by using short sentences and accompanying punctuation to create tension. They recognise the author's power to enhance the climax when a character bursts through a closed door, through his use of exclamation marks and bold texts. In the same shared reading session they discussed how a character "hedged his bets" when responding to the question "Who's there?" in case he was in trouble for trespassing. Pupils know the style and function of particular types of writing. For example, in a Year 5 lesson they consider the particular characteristics of written instructions for making a picture-frame. They recognise that the language must be precise and devoid of any redundant detail and that they must adopt the conventional "bossy verb" or imperative to achieve clarity. In another good lesson, the pupils discussed a piece of continuous text, about an Anglo-Saxon hero called Beowulf, and how they might turn it into a newspaper article using a journalistic style. They understand the importance of an eye-catching headline and its function to summarise the essential details of the article. Pupils discussed the importance of separating opinion from fact in reporting, clearly understanding the danger of libel in present-day journalism.
55. Some opportunities are provided for pupils to write in different subjects of the curriculum, for example in a World War Two topic, they wrote with great feeling as if they are evacuees. To enhance the overall writing they draw on all their learning, including their reading of "Goodnight Mr Tom", the story of an evacuee billeted with an initially reluctant host. Their writing indicates how well they are able to respond to the traumatic separation children experienced in World War Two. Generally, there are not enough planned opportunities for pupils to practice writing in a range of styles in subjects other than English.
56. The pupils generally have good attitudes to learning. They listen carefully and answer questions with confidence, even when they are very challenging. They strive to explore ideas in a text, particularly when supported by effective questioning from teachers. For example, one pupil recognised that Oliver Twist was abducted because he was a small child and could climb through windows when Fagan's boys went housebreaking. They confidently speculate on what might happen in stories from what they know so far and from a growing awareness of story type. For example in Year 3, most children predicted a happy outcome when one of the characters from Beaver Towers was injured. They talk about how they would feel if they, like the character in the story, had forgotten the magic word that would save everyone from the evil witches. They work hard and conscientiously in class, even when not directly supervised, but the same attitude is not yet demonstrated in the workbooks, where unfinished work and uncorrected spelling suggest a lack of pride in the overall outcome. Some teachers' low expectations allow this attitude about written work to develop.
57. The teaching of English is satisfactory overall, with some good and very good teaching observed. Teaching is often very purposeful and encouraging, with many staff asking probing questions to check pupils' understanding. Teachers clearly know their pupils well and know when to intervene to help them make progress, which also indicates good subject knowledge in all aspects of English. Teachers are well supported by the National Literacy Strategy's framework for teaching and have benefited from the intensive support they received from the local education authority's literacy team last year. Most teachers exploit the potential of reading and writing strategies known as "guided reading and writing" and "shared reading and writing", which are helping to raise achievement in lessons. Most teachers identify learning objectives clearly for each part of the lesson. Often these are recorded for pupils to refer to as the lesson proceeds and allow pupils to understand exactly what they are expected to achieve in each lesson. Teachers often, however, fail to review achievement against these expectations at the end of lessons. Teachers are not yet expecting even higher attaining pupils in Years 5 and 6 to write with a free-flowing joined-up handwriting style which would allow them to concentrate on ideas and the completion of tasks rather than writing each letter separately, which many pupils adopt in their writing. Pupils have individual literacy targets, but in the week of inspection they were rarely referred to, and marking in books was generally unsatisfactory and does not comply with the school's own marking policy. It does not refer to pupils' targets nor indicate where pupils might improve.
58. Subject leadership is good. The current co-ordinator has been in post for half a term and is working with year-group leaders to improve and standardise planning, develop reading and writing strategies to raise standards, and to build up staff confidence by providing training in important areas of teaching. Her leadership ensures that the school focuses on those aspects of teaching and learning that will improve standards. For example, teachers have been offered the opportunity to be trained in the use of additional

resources such as “models for writing” and “grammar for writing”. Year 6 teachers receive in-service training on “teaching Shakespeare and classic literature in primary schools”. This has had a good impact on teaching in Year 6, where successful lessons included a focus on Shakespeare, Dickens, and Mark Twain. Training has also been provided for a development in the literacy strategy, “further literacy support”. This targets those Year 5 pupils, whose work needs boosting to achieve expected standards by the end of Year 6. The co-ordinator is preparing the school well for the changes in the national assessment arrangements for 2003. Care in planning in year-groups ensures that the curriculum in parallel classes in each year group is appropriate and that, where pupils are banded according to prior attainment, sufficient attention is given to the learning needs of different groups of pupils, including those learning with special education needs. Teaching assistants are deployed and work well with groups of lower attaining and pupils with special education needs to ensure that they achieve the lesson objectives. These staff have been trained in key aspects of the literacy strategy. Senior members of staff check on the quality of teaching and on work in books, though evaluation of this activity is clearly not rigorous enough to help raise standards. Such support has brought some improvement and will continue to do so as teachers exploit these new strategies and raise their expectations, particularly of writing. With the high number of pupils with special educational needs, progress will be affected but even in the lower attaining banded classrooms, where pupils experience very good teaching, pupils rise to the challenge and make good progress.

MATHEMATICS

59. Standards are improving across the school, due to the implementation of the National Numeracy Strategy, improvements in the quality of teaching and the detailed analysis of the national and optional test results at the end of each year. Teachers use the information collected to group the pupils according to prior attainment and to set them in Year 6. The subject is adequately resourced and teachers have good subject knowledge. The majority of lessons are well planned, with appropriate learning objectives and teachers use day-to-day assessment to amend planning to reflect the pupils’ needs. The quality of teaching and learning is good, with examples of very good teaching in several classes. Standards and the quality of teaching have improved since the last inspection.
60. Although standards remain below average by the age of eleven, achievement is good, because, when the present Year 6 pupils entered school their results in the National Curriculum assessment tests for seven-year-olds in mathematics were well below average. At the time of the previous inspection, standards were well below average with few pupils achieving the expected level 4: over time, the number achieving this level has risen. Work scrutiny and lesson observations indicate that pupils are on course to achieve the school’s target for the proportion to achieve Level 4 in the 2003 national tests.
61. The higher attaining pupils in Year 6 have secure knowledge of all four basic operations: addition, subtraction, multiplication, and division. They use these skills to tackle a numerical challenge: a large number is given, such as 542; pupils must use 1, 3, 6, 5, 7, and 75 to arrive at this number. About half the pupils succeeded. Pupils then had to explain how they arrived at the number; several different ways were described. Many of these pupils are achieving within the higher than expected Level 5. The lower attaining pupils are not always successful when multiplying two digit numbers by two digit numbers such as. 43×24 . The lowest attaining pupils work confidently adding and subtracting hundreds, tens and units. However, knowledge of multiplication tables is insecure although they divide and multiply by 10. These pupils are working at below expectations at Level 3. The higher attaining pupils draw circles and a variety of shapes within a circle using a pair of compasses and a protractor. They are familiar with two-dimensional and three-dimensional shapes and different types of triangle. They know that the angles of a triangle add up to 180 degrees and the angle at the centre of a circle is 360 degrees. The lower attainers have worked on symmetry and tessellating shapes. There are no differences between the attainment of different gender groups. Pupils with English as an additional language make good progress as a result of the well-targeted support they receive.
62. A weakness highlighted through the analysis of the test results was data handling. Evidence from pupils’ work books show that all Year 6 pupils have had some experience of this work, either through a specific project or as a way of recording information in graph form and the standards achieved are satisfactory. Use of the subject to support learning in other subjects is satisfactory in science but under-developed in other subjects.
63. The quality of teaching overall is good. Where lessons are very good the mental session is brisk and keeps pupils focused on the task. The group work is well matched to pupils’ needs and teaching assistants

provide appropriate support for the pupils with special educational needs. Teachers use questioning effectively to challenge pupils and then expect them to explain how answers are reached. Pupils respond positively to this and are motivated and interested. Lesson objectives are shared with the pupils and revisited during the discussion period at the end of the lesson to review if they have been achieved. Weekly planning by most teachers is detailed with appropriate learning objectives and work well matched to the needs of the pupils. In a few lessons, work is not always well matched to pupils' needs; as seen in two Year 3 lessons. No extension work was provided for the higher attaining pupils who complete the original task. This area needs to be developed further so that all pupils are more appropriately challenged in every lesson. In the satisfactory lessons, the pace is slower and too much time is spent on the carpet; pupils lose some of their initial interest and time for group work is cut. Because of this the concluding discussion period at the end of the lesson is curtailed or rushed and not used effectively to reinforce pupils' learning. Occasionally, lesson objectives are not discussed so pupils cannot be aware of where they are in their learning or what they should have covered in the session.

64. Leadership of the subject is satisfactory. The co-ordinator has had many opportunities to observe lessons and to demonstrate how to implement the numeracy strategy to other teachers. Planning is regularly checked and resources audited. Despite this, the co-ordinator does not have a clear overview of progress or achievement across the school because few pupils' books have been looked at. Although test results are analysed and targets set, these have yet to be shared with the pupils themselves. The effectiveness of marking is inconsistent and often does little to give pupils information about how they could improve: a tick or 'good' is put and occasionally work is left unmarked. This area could be improved and would help to raise standards.

SCIENCE

65. The standard of the current work of eleven-year-old pupils is below average. Eight out of ten eleven-year-old pupils are on course to attain the expected national level by the end of the school year and this proportion is slightly below that in most schools. About one fifth of all pupils are within reach of the next level and this is well below that in most schools. Standards are broadly in line with those at the time of the last inspection but in the year following that inspection standards were well below average and have improved since then. This improvement has been aided by the use of national guidelines and booster classes for some pupils in Year 6. However expectations are low, planning does not always take sufficient account of the needs of pupils with different abilities and the teaching of scientific enquiry is not consistent throughout the school. The support received by pupils with special educational needs enables most of them to make satisfactory progress. There are no significant differences between pupils of different gender.
66. For pupils aged eleven years, the most recent test results show that the present standard of work in Year 6 is broadly consistent with the results of the 2002 national tests. Overall, the average number of points scored in the 2002 tests was below the average for all schools and for schools with pupils from similar backgrounds. Although these results are not as high as they should be, standards have risen at a faster rate than improvements nationally and are catching up on those found in most schools nationally.
67. Pupils make satisfactory progress in relation to their attainment on entry to the school. However, this is insufficient to enable enough pupils to attain the expected national level and in order to raise standards to the average for all schools nationally. Pupils in Year 6 have a broad knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties, and physical processes. Younger pupils explore the growth of the human skeleton, take accurate measurements, tabulate their results, turn them into a scattergraph and draw conclusions from their findings. They have knowledge of electrical circuits and understand that a circuit must be complete in order for it to work and they know that the number of appliances connected to a circuit affects the strength of the current. They carry out enquiries into soils, making predictions, using measurements, recording their results, and giving reasons for their findings. More able pupils gave detailed and well-articulated predictions of their expected results when comparing the drainage of different soils, making reference to the molecular structure of the soils and using terms such as 'permeable'. Other pupils knew what they were trying to find out but had difficulty turning their knowledge into questions to investigate. An analysis of current work shows that many Year 6 pupils gain insufficient experience of carrying out their own enquiries to improve their skills in recording and analysing their results to reach their own conclusions.
68. The quality of teaching is satisfactory overall. Planning is securely based upon national guidelines, and clearly develops scientific enquiry in most classes but does not always identify how it is matched to the

learning needs of pupils with different abilities. Some teachers do not have high enough expectations of their pupils. All work is marked but many of the comments lack appropriate guidance on how the work could be improved. Teaching is effective when the pupils have clear ideas about the purpose and procedures of the lesson, when there is an appropriate level of challenge and when they are supported with good resources and good lesson organisation. For example, Year 4 pupils were well supported in setting up their enquiry by being involved in the design of their experiment and by having the key steps in their work clearly identified. Clear recording frames were used successfully for tabulating results and the pupils co-operated well in measuring, and sharing the use of the equipment sensibly. In the same lesson, a challenging graphing activity was well co-ordinated by a more able pupil. Teaching is also effective when pupils with special educational needs are well supported particularly with the help of teaching assistants. This was seen in a Year 5 lesson where a pupil concluded his work with a clear written statement of his findings about changing the pitch of sounds. In a Year 6 lesson, teaching was less effective when some pupils had nothing to do because there was insufficient equipment available for them to proceed with their experiment. Teaching was also less effective in a Year 3 lesson where the teacher was questioning the class because it was not expected that all the pupils, and particularly the less able, should be attentive and trying to participate fully in the session by describing their findings.

69. Leadership of the subject is satisfactory. Although the co-ordinator has only recently taken up the post she has already produced a clear action plan and identified areas for improvement to enhance the impact of her management upon the subject. This includes specific proposals for monitoring planning and teaching, and the assembly of a portfolio of pupils' work. She is to attend a course on raising attainment in science. However, the subject is not a priority in the school and time is not currently available for observing teaching or checking pupils' work. Resources are satisfactory. Resources for information and communication technology are being built up, but work on electrical circuits is not well resourced. At present no system is in place for tracking the progress of individual pupils.

ART AND DESIGN

70. Standards in Year 6 are in line with those expected nationally. Pupils make satisfactory progress in all aspects of the subject.
71. Scrutiny of work in classrooms, on display around the school and in pupil portfolios indicates that pupils achieve standards in line with those expected for their age. This is a similar picture to the last inspection. Pupils with special educational needs and with English as an additional language make satisfactory progress. This is because the practical and visual elements of the subject allow them access to the meaning of the set tasks and they are able to make a very personal and creative response to them. While satisfactory standards are achieved through the school, there is not always enough distinction in curriculum planning between art and design and design and technology, and the annual reports to parents suggest the subjects are the same. This may result in teachers failing to identify the distinctive skills of each subject.
72. Pupils make satisfactory progress across the school. They engage in a wide range of activities that meet the requirements of the programmes of study of the National Curriculum. Pupils draw and paint with different media and consider the work of a range of artists who present a broad and inspiring variety of styles and media for pupils to appraise and emulate. For example, pupils study the work of Claris Cliff, Picasso, Leger and Andy Warhol. They produce good drawings and paintings based on their distinctive styles. For example, Year 6 pupils decorated plates in the style and intensive colours of Claris Cliff, a designer of ceramic ware, with good judgement and evaluation. One pupil reported how she had continued her investigation on the Internet and discovered a website set up by a local primary school studying the same artist. This was exciting and stimulating work. Portraiture is a strength of the school and is studied across all year groups, with pupils paying good attention to skin tone and proportion. In a Year 3 display, pupils' earliest attempts at self-portraits are mounted with later work produced following a unit of study on general outline and proportion of facial features. Such displays give striking evidence of progress which pupils can evaluate from their own observations. In Year 6, pupils studied the painting of "The Lady with an Ermine" by Leonardo da Vinci, using pastels carefully blended to reproduce the skin tone and also fine drawing to achieve the pose of the original work. In another Year 6 class the teacher had produced a good range of artists' work to support the pupils' own portraiture work. The teacher had been able to inspire and challenge the pupils with the distinctive work of Francis Bacon, Arkimboldo and Picasso. They were thus able to recognise that painting a portrait is not simply recording facial features but may also express a particular philosophy, high emotion, and deep meaning beyond the marks on the canvas.

73. The teaching of art and design is satisfactory overall, with work on display indicating good subject knowledge. In a good Year 3 lesson, pupils explored the overall impact of dark and light to produce an illusion of depth in a picture. In a sequence of lessons they worked to explore this concept in great detail, working on photographic self-portraits taken with digital cameras, thus employing technology to help them understand artistic expression and technique. In one effective lesson, the teaching supported the key skills identified in the learning objectives. For example, pupils model clay to achieve an artistic design to fix to a clay tile which will be mounted in a planned Sensory Garden. The tile met design specifications of a Christmas theme and an embossed surface, which pupils from a local school for the partially sighted and other visitors will be able to touch.
74. Some of the work observed, however, highlighted some weaknesses in resources. For example, in one lesson, pupils made careful drawings of tins of food in the style of Andy Warhol. Pupils were introduced to the task by looking at photocopies of the artist's work. They did so, however, without a colour reproduction of any of his work. It was hard to see how the children could evaluate the innovative style and vibrant colours of Warhol without having a decent reproduction to appraise. In this lesson, the pupils' own drawing and watercolour work was accomplished as they strove to achieve the appropriate tones of the colour of the labels of the tins. In another unsatisfactory lesson pupils worked on a Christmas frieze with very little opportunity to develop their creativity or to consider colour tone, design, or overall impression. Currently teaching is not checked and these kinds of shortcomings have not always been identified and remedied. The current co-ordinator is an enthusiastic artist himself but is not given the opportunity to support less experienced members of staff and therefore exploit the subject's potential to encourage pupils' creativity.
75. Leadership of the subject is satisfactory. The school has adopted a nationally approved scheme of work, which is helping to ensure that pupils develop subject knowledge and understanding in a progressive way. Assessment is built in at the end of each unit of work and samples of pupils' work are given a National Curriculum level and placed in pupils' portfolios. One piece of work is collected each term and focuses on a particular theme, for example a pencil drawing of a shoe and a view from a window in Year 5. This is a good development. Much of the work produced in lessons is well displayed in classrooms and around the school. There is little exploration of art and design outside European culture and traditions, so that the pupils do not have enough opportunity to develop cultural awareness through art and design.

DESIGN AND TECHNOLOGY

76. Standards are in line with national expectations at the age of 11. Standards are better than those found at the time of the last inspection. Planning in the subject has improved since the last inspection through use of national guidelines. Guidelines support the teaching of the subject, give a clear programme of skills development year-by-year throughout the school, and ensure that the pupils work with a full range of materials. The teaching effectively develops the learning of boys and girls. Pupils with special educational needs make good progress.
77. Pupils achieve well by the age of 11. Year 6 pupils have a good knowledge of the design, make and test process applied to a range of familiar products. They have also a satisfactory knowledge of the skills required to use a variety of materials such as textiles, card, wood, and foodstuffs. They use a variety of tools safely. This knowledge has been accumulated over the four junior years. For example, they make model air raid shelters having gained ideas from a visit to a museum. They plan their work using labelled sketches, considering the need for strength and the structures and materials they will use, such as wood, cardboard, mesh. They also consider potential problems. They proceed to make the shelters creating strong joints by adding triangular fillets. The same process is followed by younger pupils but with different materials. For example, Year 3 pupils work in clay to produce a relief tile suitable for a blind person to feel. They study design examples to gain ideas and produce two designs in order to make judgements about relative quality. The pupils use the material and tools such as rulers, rollers and boards with care and precision to create tiles of the correct size and test the tiles with closed eyes to evaluate their work. They use technical terms such as 'slip' correctly and understand its purpose. An analysis of work and discussion with pupils shows that they create working products using simple mechanisms such as pneumatics to make moving monsters and cams to make moving pictures. Lower attaining pupils achieve well, playing a full part in the lessons and working with enthusiasm. For example, in a Year 5 lesson making musical instruments they all completed their instruments from their designs and all the products were constructed successfully and made appropriate sounds. However, in many lessons, the more able pupils are insufficiently challenged. Pupils do not build up a folder of design drawings and accompanying written work and notes.

78. Teaching is good overall and none less than satisfactory. Teachers have good subject knowledge and teaching is firmly based upon the design, test and make process making the purpose and organisation of lessons clear. For example in a good Year 5 lesson, the teacher used an effective questioning session with the pupils to review their progress through the working process. It was also used to encourage the pupils to think what their tasks would be for the coming lesson and how they were to conduct themselves. The pupils then worked co-operatively and with clear purpose. Teachers and teaching assistants give well-judged support to pupils in lessons and promote enthusiasm for the subject. For example, in a good Year 3 lesson the teacher placed a number of pupils with special educational needs in an 'independent' group. The pupils expressed their pleasure and reacted by working responsibly and with enthusiasm. Teaching is less effective when expectations are not clearly matched and targeted at the abilities of different groups of pupils. For example, in a Year 5 lesson pupils were set a relatively straightforward task but without quality targets and needs being established. This resulted in the weak development of skills and deterioration in behaviour because higher attaining pupils finished ahead of others and were unoccupied.
79. Leadership of the subject is satisfactory. The co-ordinator has only recently been appointed. However, he has a clear action plan to improve the effectiveness of his own role and for development in the subject that is included in the school development plan as a priority area. Planning is now based firmly upon national guidelines. Teaching and the work of pupils are to be monitored and staff development sessions are planned and will be held in the room that has been specially designed and equipped for teaching the subject. Resources and equipment have been reviewed and are satisfactory. There is currently no system for tracking the progress of individual pupils.

GEOGRAPHY

80. Standards in Year 6 are typical of those reached by pupils of this age. This reflects the findings of the previous inspection. All the pupils, including those with special educational needs and English as an additional language, are making satisfactory progress in developing their knowledge and understanding of people and places and in developing their mapping skills. Boys and girls attain equally. Behaviour in lessons is good. The pupils listen attentively and they are keen to learn. Some are enthusiastic enough to produce good projects about their holidays.
81. The pupils know that a map should have a scale and a key of symbols to explain what it is showing. They have a satisfactory understanding of landscape and weather in mountainous areas and of how these affect the lives of people living there. High attaining pupils make satisfactory use of their literacy skills in writing about the effect of ice at high altitudes and about the dangers of avalanches. The weak writing skills of low attaining pupils hinder their ability to record their findings effectively. Many of these pupils find it difficult to remember previous learning. The pupils use their information and communication technology skills effectively to make a 'Power Point' presentation about Mount Vesuvius. They use the Internet well to research information about other countries and about weather in different parts of the world. The pupils know that water is essential for human life throughout the world. They discuss local sources of water, such as Covenham Reservoir and the River Lud, and they know that water is used to irrigate farmland in the world's drier regions. The pupils use their mathematics skills to draw bar graphs of their families' use of water, although some of these are untidy and inadequately labelled.
82. Teaching is satisfactory overall. There are examples of good teaching. The teachers place an appropriate emphasis on developing the pupils' mapping skills. They ensure that geography is relevant to the pupils. For example, they ensure that the pupils know where important events in the news, such as the recent oil pollution on the coast of north-west Spain, are located. The teachers make good use of information and communication technology. Pupils in Year 3, for example, combine text and clip art effectively to print their addresses. In a Year 3 lesson on weather, the teacher made effective use of the Internet to extend the pupils' knowledge of maximum and minimum temperatures in selected British towns. The teachers use questioning well, in order to make the pupils think carefully, and they ensure that all the pupils are fully included in the learning. In another lesson for pupils in Year 3, the teacher asked 'what do we think about in choosing a holiday' and 'what do we need to know'? This helped the pupils to understand how travel brochures are one source of information about holidays and how people are attracted to many different kinds of holidays. In a Year 6 lesson, the teacher asked 'what tells you that the landscape has been affected by ice'. This encouraged the pupils to make careful observations of photographs to note the different landforms that result from glaciation. The teachers encourage the pupils to use correct geographical terms. In a Year 6 lesson, this helped the pupils to extend their knowledge of features such as

crevasses, moraines, U shaped valleys, and corries. In a Year 4 lesson, it helped the pupils to interpret information shown on maps of different scales. In this lesson, the teacher had designed effective worksheets for two different ability levels. They outlined clearly the tasks which the pupils must do / should do / could do. This ensured that there was plenty of work for the pupils to do.

83. At times, the pace of the lesson drops and the pupils lose concentration. Work is not always matched sufficiently to the pupils' differing needs. The quality of marking is variable. Too often, there is insufficient guidance as to how the pupils might improve, other than to present their work more neatly. Some teachers are more successful than others in managing occasional misbehaviour by a few pupils.
84. A clear policy meets the requirements of the National Curriculum. Planning is satisfactorily based on national guidelines. The recently appointed coordinator has made a satisfactory start to managing the subject. She has drawn up a clear action plan, which includes developing formal procedures for checking the pupils' progress. The coordinator checks planning, but she has not had the opportunity to check the quality of teaching. There are adequate resources to support teaching and learning and these are enhanced by visits to the River Lud, Hubbard's Hill, Killingholme Power Station and Cleethorpes.

HISTORY

85. Standards in Year 6 are typical of those reached by pupils of this age. This reflects the findings of the previous inspection. All the pupils, including those with special educational needs, are making satisfactory progress in developing their knowledge and understanding of people and events in the past and of how things change over time. Boys and girls attain equally. The pupils are keen to learn. They behave well in class and they settle down to work quickly. A few pupils, however, have a limited concentration span.
86. The pupils have a satisfactory understanding of the 1930s in Britain as a time of hardship and social unrest. They know about events such as the Jarrow Crusade. High attaining pupils make satisfactory use of their literacy skills to write accounts of life at that time. However, low attaining pupils have much weaker writing skills and find this difficult. The pupils understand some of the reasons for the outbreak of war in 1939. They know that the Blitz led to evacuation from Britain's cities and they use their literacy skills satisfactorily to write postcards and letters home in the role of evacuees.
87. Teaching overall is satisfactory. There are, however, examples of good teaching. The teachers emphasise the need to use evidence in finding out about the past. The pupils learn that eyewitnesses to the past are often the best source of information. Some Year 6 pupils, for example, interview their grandparents about their lives as children. The teachers use questioning well to make the pupils think carefully and to recall previous learning. In a Year 6 lesson, the teacher asked 'What did people do when the air raid sirens sounded?' This helped the pupils to understand the importance of shelters and of London's underground stations as means of protection. In a Year 4 lesson, the teacher asked 'Where does our story about Henry V111 start?' And 'How did the Pope's refusal to grant Henry a divorce make him feel?' Questions like these helped the pupils to understand about the Tudor dynasty and how Henry broke with the Catholic Church to create the Church of England. The teachers ensure that all the pupils are fully included in answering questions. They encourage the pupils to use correct historical vocabulary. In the Year 6 lesson quoted above, for example, the teacher focused on terms such as conscription, ammunition, Land Army, and this helped the pupils to understand the role women played in the Second World War. This, in turn, led on to a discussion about how the War changed women's lives, as many were reluctant to return to a purely domestic role after 1945.
88. At times, the teachers do not provide enough opportunities for the pupils to find information for themselves. Work is not always matched sufficiently to the pupils' differing needs. For example, low attaining pupils sometimes do not have enough visual resources to help them learn. The quality of marking of pupils' work is variable. There is often insufficient guidance for the pupils as to how they might improve their work and there are examples of unmarked work.
89. A brief policy document meets the requirements of the National Curriculum. Planning is satisfactorily based on national guidelines. Management of the subject is satisfactory. Procedures for checking the pupils' progress are inconsistent. Some teachers assess learning at the end of a topic, but this is not a feature in all classes. The coordinator is introducing procedures to improve this. She checks planning, but she has not yet had the opportunity to check the quality of teaching. There are adequate resources to support

teaching and learning and the curriculum is enriched by means of worthwhile visits to places such as Greyfriars Museum, Gainsborough Old Hall, and Eden Camp.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. Standards of attainment are above average in many aspects of the programme of study, notably in multi-media presentations in Year 6. The quality of teaching and learning is good. All staff are well-trained and confident in their use of the subject to improve learning in other subjects, especially in geography and history. Pupils, especially those with special education needs, make good progress and achieve well. The subject is well-resourced. Leadership of the subject is satisfactory. Progress since the previous inspection has been good and standards have improved.
91. When pupils start in Year 3, they have a range of basic skills that enables them to use the computers with confidence. They have learned to use the Internet to gather information and to interpret weather tables as they found out about the weather in different parts of the world. The large, well-resourced suite means that pupils have, at least, a weekly session with some additional time available. Pupils use the computers well in two ways: to acquire new skills such as logging on to the Internet; saving their work, and preparing a power point presentation; and to enhance learning in other subjects. For example, in design and technology and mathematics Year 4 pupils used a program to design symmetrical Persian and Turkish rugs. High attaining Year 6 pupils included moving graphics and music in their power point presentations. Higher attaining pupils make very good progress as they generally have more advanced skills as a result of using computers at home. Throughout the year, all subjects are included in the sessions based in the computer suite because currently there are very few computers in classrooms. Consequently, there is very little evidence of the use of information and communication technology in lessons.
92. The quality of teaching and learning is good. Lessons are planned well. Introductions to lessons are well structured and pupils are encouraged to be involved as they answer questions. For example, a Year 3 class was taken step-by-step through a sequence of instructions to log onto the Internet and then, using the whiteboard, to demonstrate how to convert centigrade temperatures to Fahrenheit following the commands on screen. The pace of lessons is generally good and pupils make good progress during their sessions in the suite. Pupils with special education needs are very well-supported and make good progress. In some cases their attainment is very little different from their peers as they are so well motivated and keen to learn. Assessment arrangements are in the very early stages following the trialling of various systems. The school is currently exploring the introduction of an on-line scheme, which is likely to be introduced when funds are available to register each pupil. The co-ordinator has been involved with setting up the suite and checking resources. He does not however check learning or provide support for the less confident staff members.

MODERN FOREIGN LANGUAGES

93. The teaching of French is well established in the school and has been extended to all classes since the time of the last inspection. Aims are clear, pupils are taught French in order to develop their basic speaking and listening skills and to stimulate the pupils' interest in the language and culture of France.
94. All pupils are taught French for twenty minutes each week. Pupils' competence is satisfactory and meets the general aims of the course. At the age of eleven most pupils understand and respond in French to simple questions by speaking full sentences such as to give their names and stating what they like in relation to food and sports or pastimes. Younger pupils use French to count a series of numbers and to identify a number of everyday items such as tea, coffee, and cocoa. They express the time in hours to one another using a simple sentence given to them by the teacher. The pupils gain an appropriate awareness of French culture.
95. From the evidence of the two lessons, observed teaching is satisfactory. Teachers have a satisfactory knowledge of the subject in relation to the level at which French is taught and they teach good pronunciation. Enthusiastic teaching and good resources hold the attention of the pupils who clearly enjoy the lessons. Teaching is effective when pupils are given good opportunities to practise their conversational French. However, too little use is made of visual resources to represent the sounds the pupils are hearing and attempting to replicate. Videos are used in several of the lessons and in discussion pupils stated that they sometimes find the language difficult. In the lesson seen where a video was used, the pace was fast

and the pupils were given too little opportunity to assimilate the phrases they were hearing. The videos are, however, stimulating and are popular with the pupils. The pupils also speak with enthusiasm of the visit made to France by older pupils.

MUSIC

96. The standards in music by the age of eleven are typical of pupils this age. The quality of teaching is good overall and has ensured that standards have been maintained since the last inspection. There is also good range of out-of-school, including recorder groups and an orchestra.
97. Pupils sing in tune and are learning to sustain two parts: a descant and tune but as yet they have not quite mastered the skill. They are aware that they must breath properly and make their words clear. They keep together and clap or tap in time to the music. Opportunities are provided for pupils to “compose” using rhythm patterns, percussion or body sounds; they successfully complete the task. Often such music is recorded using graphic scores; pictures or symbols devised by the pupils to represent their music. The majority of pupils playing an instrument read standard notation.
98. The quality of teaching and learning is mixed and ranges from very good to satisfactory; it is good overall. In the very good lessons, pupils experience a variety of activities: singing, clapping rhythm patterns, using untuned percussion and composing their own short pieces. Confident musicians teach music in most year groups, thus ensuring progression and continuity in the development of relevant skills. In all lessons observed, teachers used questions effectively to extend or reinforce learning. Through their enthusiasm and knowledge, they help pupils to succeed and achieve well. Occasionally, opportunities are missed to ensure pupils are pitching notes correctly, for example, when teaching a new song. At times, some pupils become restless and excitable when the lesson lacks a brisk pace and they do not know the words to join in with the singing. All pupils enjoy music and are particularly enthusiastic and motivated where the teaching is very good. They respond positively to teachers’ questions and listen carefully to their peers, especially when they demonstrate their music making.
99. There is an enthusiastic co-ordinator who has had some opportunity to observe lessons. Training has been organised to support teachers who are less confident and a published scheme purchased to give further guidance. There are three recorder groups; beginners, improving, and advanced. They meet weekly. The orchestra gives pupils the experience of playing together. Instruments include flute, clarinets, violin, cello, and recorders. These pupils play out in the community for senior citizens, at the switching on of Christmas lights and at the recorder festival. Pupils can opt for tuition on the instruments already mentioned and for guitar. Musicians visit the school and include African drummers and a steel band. All these opportunities enhance the curriculum, as does the music played as pupils enter the hall for assembly.

PHYSICAL EDUCATION

100. By the time the pupils leave the school, standards are broadly typical of those expected of pupils of this age. This reflects the findings of the previous inspection. Success in inter-school tournaments in cricket and hockey indicates that there is good attainment in these sports by high attaining pupils. All the pupils, including those with special educational needs and English as an additional language, make satisfactory progress. Boys and girls attain equally. Whilst most of the pupils enjoy their physical education lessons and take part enthusiastically, a minority does not. Almost half the class did not participate in one lesson for pupils in Year 5, offering the teacher a variety of excuses for not having their kit in school.
101. All the pupils have swimming lessons fortnightly in the local leisure centre and, by the time they leave the school, almost all of them swim at least 25 metres unaided and with satisfactory technique. High attaining pupils dive into the water from a standing position. They demonstrate a good technique in the front crawl, but they are less confident in backstroke. Football and rugby skills are weak overall, with many pupils having poor coordination. They find it difficult to dribble with the ball. Many cannot pass the ball accurately to a partner. The pupils know how to hold a hockey stick correctly. High attaining pupils can dribble, with the hockey ball under reasonable control, and pass the ball accurately to a partner. The pupils use chest and bounce passes to send a netball or basketball to a partner satisfactorily. In gymnastics, the pupils develop a sequence of movements on both the floor and on apparatus, with reasonable control and balance. Some high attaining girls perform particularly well.

102. Teaching overall is satisfactory. There are, nevertheless, examples of good teaching. The teachers dress appropriately and this sets a good example for the pupils. Some teachers manage changing sessions better than others. During lessons, class control is also variable. During a lesson for pupils in Year 5, the teacher used some pupils to demonstrate satisfactory practice, but some of the other pupils paid insufficient attention to this and, as a result, made little progress themselves. Some warm-up activities at the start of lessons are more effective than others. The teachers pay due attention to safety, for example in holding hockey sticks below waist level and in listening attentively to instructions at the swimming pool. They often give the pupils the opportunity to observe the performance of others, so that they can pick up useful ideas. This helped pupils in a Year 4 lesson to develop a sequence of movements involving a roll, a jump, a turn, and a balance. 'How could they make it better?' she asked and this helped the pupils to think of ideas which might improve their performance. The teacher emphasised the need for control in movements and for correct starting and finishing positions: 'Starting and finishing a sequence properly is like using capital letters and full stops properly; it shows others your beginning and end'. In a very good Year 3 swimming lesson, the teacher succeeded in developing the non-swimmers' confidence in the water through encouragement and praise. Lessons generally move along at a brisk pace, with little time wasted. The teachers check progress carefully and they use praise well to motivate the pupils. In a Year 5 lesson, the teacher made the tasks progressively more difficult. At first, he asked the pupils to pass a football to a partner through two cones and then he moved learning on to passing through more than one set of cones. This enabled high attaining pupils to improve their ball control and their accuracy in passing. A similar strategy worked effectively in a Year 6 rugby lesson. At times, opportunities to promote skills development are missed. This happened in a basketball lesson in Year 5, where there was insufficient explanation of the skills involved in intercepting and dodging.
103. A brief draft policy meets the requirements of the National Curriculum. Planning is satisfactorily based on a commercial scheme of work, but there are no formal procedures for checking the pupils' progress in developing skills in physical education. The coordinator has made a satisfactory start in managing the subject, although he has not yet had the opportunity to check the quality of teaching. He has developed a clear action plan, which seeks to raise standards and to develop the teachers' confidence in the subject. There is an adequate sized hall and a good range of apparatus and equipment. There is adequate external accommodation for games. A wide range of sports clubs enhances the curriculum and there are opportunities for Year 5 and 6 pupils to participate in outdoor and adventurous activities during a residential visit to Robin Hood's Bay.

RELIGIOUS EDUCATION

104. Standards of attainment by the age of eleven are in line with the syllabus used locally and have been maintained since the last inspection. Achievement is satisfactory. The role of the co-ordinator has also been improved. The quality of teaching in the few lessons observed was satisfactory overall, although the quality varied greatly.
105. A scrutiny of pupils' work showed very limited recording of information or opportunities for pupils to express their own opinions and thoughts. This area could be developed further to link with writing across the curriculum. The emphasis is on Christianity and pupils use parables such as the Good Samaritan as a basis for writing about day-to-day events. With Christmas drawing near pupils write prayers and think about those less fortunate than themselves; some prayers are very thoughtful and show empathy for such people. In Year 6, pupils begin to understand the importance of Hanukah and link this to their history topic about the Second World War and the persecution of the Jews. Younger pupils learned about Diwali as another festival of light.
106. The quality of teaching ranged from good to one poor lesson overall. The good lessons built on pupils' previous knowledge and extended their understanding. For example, in Year 5, the theme of Advent introduced in assembly was continued in class. A video was used effectively in Year 6 to extend pupils' understanding of why Jews celebrate Hanukah as a festival of light after the teacher had explained the events they would see portrayed. In a similar lesson, the same video was used but little explanation was given so the pupils gained little from it. All teachers have good relationships with their classes and this gives pupils the confidence to respond to the most probing questions about their opinions. In the poor lesson, the material used was too difficult for the pupils to understand and the teacher poorly prepared for the discussion that was to follow.

107. Leadership of the subject is satisfactory. The co-ordinator is beginning to develop the role to include looking at teachers' planning and pupils' work. An action plan has been drawn up but, as this is not a priority area, there will be little opportunity for the co-ordinator to observe lessons. Artefacts have been updated but could be used more effectively in lessons. For example, it would have been helpful for pupils in Year 6 to compare the Menorah with the candleholder used during the celebration of Hanukah. The pupils have visited the local church and Lincoln Cathedral. Visitors from different denominations of Christianity lead assemblies from time to time. These all help to enhance the pupils' understanding of the importance of religion to people.