

# INSPECTION REPORT

## **LISLE MARSDEN CE (A) PRIMARY SCHOOL**

Grimsby

LEA area: NE Lincolnshire

Unique reference number: 131964

Headteacher: Mrs K Waterhouse

Reporting inspector: Roger Gilbert  
22102

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> November 2002

Inspection number: 248877

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Lansdowne Avenue Grimsby
Postcode:	DN32 0DF
Telephone number:	(01472) 311040
Fax number:	(01472) 590390
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Adams
Date of previous inspection:	The school opened in September 2000 and this is its first inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22102	Roger Gilbert	Registered inspector	Mathematics	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
15181	Meg Hackney	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?
17737	Sue Hoban	Team inspector	Foundation Stage Curriculum Art and design	
18082	Marie Lowe	Team inspector	English Design and technology English as an additional language	How good are the curricular and other learning opportunities offered to pupils?
20707	David Brettell	Team inspector	Science Music Equal opportunities	
1784	Norman Farmer	Team inspector	History Geography	
20408	John Rutherford	Team inspector	Information and communication technology Physical education Special educational needs	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Lisle Marsden Primary School is situated in central Grimsby. It was opened in September 2000 on the site previously occupied by separate infant and junior schools. It is the only Church of England Aided Primary School in North East Lincolnshire and over half of pupils do not live in the area immediately surrounding the school. At present there are 490 pupils on roll and the school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The ethnic background of pupils is mainly white with United Kingdom heritage but 0.4 per cent of pupils are learning English as an additional language, reflecting the population of Grimsby. The school has identified 15 per cent of its pupils as having special educational needs, which is below the average found nationally. The nature of pupils' special educational needs includes emotional and behavioural difficulties, specific and moderate learning difficulties, physical difficulties, speech and communication difficulties and autism. Just over two per cent of pupils have statements of special educational needs, which is above the national average. Attainment on entry to the school is in line with the expected level in the key skills of language and mathematics.

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

The overall effectiveness of the school is good. Since the school opened in 2000 staff and governors have worked well together in order to make the amalgamation successful. Much has been achieved in two years. The overall quality of teaching is good and as a consequence the majority of pupils achieve well and those with special educational needs achieve very well. The leadership and management of the school are good. Taking all factors into account, the school provides good value for money.

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

- The leadership and management are good and have made a positive contribution to pupils' standards of attainment and successfully establishing the new school.
- The quality of teaching is good, pupils achieve well and, by the time they leave the school, standards are good.
- Pupils' attitudes and behaviour are very good and as a consequence their learning is good overall.
- Teaching assistants make a significant contribution to the very good achievement of pupils with special educational needs.
- Pupils attain well in information and communication technology because of the good teaching and the leadership and management of the subject.
- The provision for pupils' moral development is very good
- The range and quality of extra curricular activities are excellent.

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

- Pupils' attainment in writing in Key Stage 1.
- Provision for literacy throughout the school.
- Levels of challenge in the activities for higher attaining pupils, especially in Years 1 – 4.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

This is the school's first inspection as it has only been open for two years.

## 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	N/A	A	B	A	well above average A above average B average C below average D well below average E
mathematics	N/A	C	B	B	
science	N/A	A	B	A	

The inspection found that standards of attainment of pupils in Year 6 are above average in English, mathematics and science. Standards in Year 2 are in line with the national average in reading, mathematics and science but below average in writing.

Pupils enter the school with average skills in language, literacy and number. Children in reception achieve well in all areas of learning. By the time they reach Year 1 the majority of pupils attains levels that are at least average for their age and many exceed expectations. Pupils' achievement is satisfactory overall from Year 1 to Year 2 and from Year 3 to Year 4. However, pupils' achievement in writing in Years 1 and 2 is unsatisfactory because teachers do not provide sufficient opportunities for pupils to write on their own. Achievement is good from Year 5 to Year 6 because teachers provide challenging activities for all pupils. Pupils' attainment in Year 2 and Year 6 is in line with national expectations in art, design and technology, history and physical education. Standards in information and communication technology, geography and music are above average. Given their average attainment on entry to the school, pupils' achievement is good overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are enthusiastic and enjoy coming to school.
Behaviour, in and out of classrooms	Pupils' behaviour in class and in the playground is very good.
Personal development and relationships	Good. Pupils are developing sensible and mature attitudes and have good relationships with adults and with one another. Older pupils welcome responsibility when it is offered and are keen to take the initiative.
Attendance	Satisfactory. Attendance is in line with the national average and the rate of unauthorised absence is in line with the national average.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall and no unsatisfactory teaching was seen. As a result most pupils achieve well and pupils with special educational needs achieve very well. Pupils who are learning English as an additional language achieve satisfactorily. The quality of teaching for children in reception is good. In Years 1 and 2 and Years 3 and 4, the quality of teaching of literacy and mathematics, including numeracy, is never less than satisfactory and frequently good. The quality of teaching in Years 5 and 6 is good overall because teachers provide activities that extend the knowledge, skills and understanding of all pupils. The strengths in teaching include teachers' use of questioning to help pupils think for themselves and express opinions. Teachers generally provide interesting and varied activities and as a result pupils find them absorbing, concentrate well, persevere, complete their work and remember what they have learnt. The teaching of mental and oral mathematics is good and pupils confidently tackle problems. The teaching of information and communication technology is good and enables pupils to use computers in their study of other subjects. There are aspects of teaching that need improvement. Teachers in Years 1 – 4 do not use assessment effectively to plan challenging work to help higher attaining pupils reach the standards of which they are capable, especially in English and mathematics. In Year 1 and 2 teachers do not provide sufficient opportunities for pupils to write on their own. Throughout the school, teachers also need to provide more opportunities for pupils to practise their writing skills in other subjects of the curriculum and encourage pupils to read more widely. Marking is not used consistently to show pupils what they need to do in order to improve their work. The quality of pupils' learning is generally good. However, they are uncertain about how they might improve their work because they are not given targets. Many pupils are keen to take the initiative but are not given sufficient opportunities to make decisions about their own learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The coverage of the National Curriculum and the curriculum for children in reception is good. A strength is the rich variety of activities that the school provides for pupils outside of lessons.
Provision for pupils with special educational needs	Very good. Pupils are taught very well and receive very effective help from skilled learning support assistants.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive appropriate support from teachers and teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Provision for moral development is very good. Provision for pupils' moral, social and cultural development is good. The school provides satisfactory opportunities for pupils to learn about other cultures.
How well the school cares for its pupils	Good overall. There is a strong commitment to the wellbeing of pupils and the pastoral care of pupils is good. However, teachers need to use their assessment of pupils' academic performance to identify the next steps in pupils' learning and to plan challenging activities for higher attaining pupils.

The school has developed a satisfactory partnership with parents.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy head work well together and with other members of the senior management team. The headteacher provides strong leadership that has a clear emphasis on improving the quality of teaching and learning.
How well the governors fulfil their responsibilities	The governing body carries out its statutory responsibilities well and is very supportive of the school.
The school's evaluation of its performance	The school has good systems for monitoring and evaluation that have helped it identify strengths and areas for improvement.
The strategic use of resources	Good. The creation of a large number of teaching assistant posts has been particularly effective. The governors apply the principles of best value well.

Resources for teaching and learning are good and very good for information and communication technology. There is a good level of teachers and other staff. The accommodation is good and is well maintained.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• They feel comfortable about approaching the school.</li> <li>• The school expects children to work hard.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their child become mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> <li>• Provision for pupils with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents did not agree that children get the right amount of homework.</li> <li>• Some parents would prefer more information about their child's progress.</li> <li>• Some parents would like the school to work more closely with them.</li> </ul>

The inspection team agrees with the positive views that parents have about the school. The inspection found that there are inconsistencies in the way that homework is set. The information provided for parents about their child's progress is satisfactory. The information that the school provides for parents about school life is generally satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children enter the school in the September of the year in which they are five. There are a number of nursery providers in the area, within maintained, voluntary and private sectors. Many children attend a playgroup based at the school, which is a registered nursery provider within the voluntary sector. Children's attainment on entry is in line with the national average in the basic skills of literacy and mathematics. Most children achieve well in reception and are in line to achieve the Early Learning Goals, the national standards expected at the end of the reception year.
2. In relation to their standards on entry to the school, pupils' achievement is good overall. This is due to the quality of teaching, particularly in reception and in Years 5 to 6, and the learning activities that teachers provide for average pupils and pupils with special educational needs. However, with the exception of Years 5 and 6, teachers do not provide sufficient challenge for above average pupils in the English and mathematics sets. This applies to the top groups in sets, whether they are below average, average or above average.
3. The school sets challenging targets that are helping to improve standards. The current performance of pupils in Year 6 suggests that the targets for English, mathematics and science will be met.
4. The inspection found that standards in mathematics are in line with the national average on entry to the school and at the end of Year 2, but above the national average at the end of Year 6. This is an improvement on pupils' performance in the 2002 national tests and is due to the impact that teaching is having on pupils' fluency with number and their increased understanding of strategies for tackling problems. The inspection found that standards in English are similar to those that pupils attained in the recent national tests in Year 2 and Year 6. In Year 2 pupils' attainment in English in speaking and listening is above the national average, in reading in line with the national average and in writing below the national average. In Year 6 pupils' attainment is above the national average in speaking and listening, reading and writing.
5. In science teachers' assessments at the end of Year 2 indicate that the proportion of pupils attaining Level 2 is in line with the national average but the proportion of pupils who attain the higher Level 3 was below average. At the end of Year 6 pupils' attainment in the 2002 national tests is above the national average. The inspection also found that pupils' attainment was similar to the teachers' assessments of Year 2 pupils and the standards attained by pupils in the 2002 national tests.
6. In English pupils' achievement in speaking and listening is good and by Year 2 they talk confidently and discuss their work with one another. By Year 6 pupils sustain a discussion and talk well in a variety of situations. Speaking and listening plays an important contribution to the development of pupils' knowledge and understanding of new ideas. In reading pupils achieve satisfactorily in Years 1 and 2. Above average pupils read well and locate information in non-fiction books by using indexes and tables of contents. Average and below average pupils are developing satisfactory knowledge of letter sounds that help them identify unfamiliar words. They do not yet use other strategies effectively to help them read unknown words. In Years 3 and 4 pupils continue to make satisfactory progress in reading but in Years 5 and 6 the rate of achievement is good. This is because teachers in Years 5 and 6 have high expectations for pupils and encourage them to read more widely. Above average pupils enthusiastically discuss the plot of novels they have recently read and display maturity in their observations of the characters. Average and below average pupils improve in fluency and the use of expression when reading aloud. Pupils' achievement in writing in Years 1 and 2 is unsatisfactory and their attainment is below average; teachers do not provide sufficient opportunities for pupils to write independently and at length. Above average pupils in Year 2 write simple sentences that are generally punctuated appropriately but their writing lacks imagination and description and they do not write for different audiences. Average attaining pupils write short sentences but their spellings are often inaccurate. Below average attaining pupils are beginning to write simple

sentences for themselves. In Years 3 and 4 pupils make satisfactory progress in writing. Their writing has more structure and sentences are sequenced so that their ideas develop satisfactorily. However, standards of spelling are below average and writing is largely unimaginative. In Years 5 and 6 pupils achieve well in writing and by Year 6 standards are above the national average. Above average pupils write at length using a variety of sentence constructions effectively. Pupils' use of words and awareness of purpose and organisation in their writing add interest for the reader. Average and below average pupils also write confidently and adapt their writing appropriately for different purposes. For instance they write formal letters, play scripts, poetry and stories. Pupils' handwriting and presentation are generally good, but they continue to make mistakes in the spelling of common words.

7. In mathematics pupils' achievement in Years 1 and 2 and in Years 3 and 4 is satisfactory overall. However the achievement of above average pupils in some sets is less consistent because they are not always given work that challenges them. By Year 2 above average pupils solve simple problems involving addition and subtraction and explain the strategies that they have used. They have sound recall of number facts relating to addition and subtraction and this helps them to make mental calculations quickly. Average attaining pupils develop sound strategies to help them add three single-digit numbers accurately. Lower attaining pupils are developing confidence in using their number knowledge to help them solve simple problems involving money. All pupils are gaining satisfactory knowledge of other aspects of mathematics such as two-dimensional and three-dimensional shapes and the use of measures. In Years 3 and 4 pupils continue to make satisfactory progress in their knowledge and understanding of number. They use their knowledge of place value to add and subtract two and three digit numbers using a variety of informal strategies. They are also beginning to record their work effectively. In Years 5 and 6 pupils' achievement is good. Average and higher attaining pupils develop good understanding of fractions, decimals and percentages. Pupils' achievement in other aspects of mathematics is also good. In Year 6 they make good progress in their knowledge and understanding of coordinates using four quadrants and plot two-dimensional shapes carefully and accurately. Pupils' recall of number facts including multiplication tables is good and this enables them to see relationships and learn new concepts quickly. Throughout Years 1 to 6 pupils with special educational needs are very well supported by teachers and teaching assistants and as a consequence they achieve very well in relation to their prior attainment.
8. Standards in science at the end of Year 2 are in line with the national average and above average at the end of Year 6. The achievement of pupils with special education needs is very good because classroom assistants provide very good support for them. Achievement is generally satisfactory in Years 1 to 4 and good in Years 5 to 6. The rate of progress improves in Years 5 and 6 because teachers set more challenging work for higher attaining pupils. In Years 1 to 4 the work is not sufficiently challenging. In Years 1 and 2 pupils make satisfactory progress in their knowledge and understanding of scientific facts. For instance Year 1 pupils know about the differences between light and dark and Year 2 pupils classify food and know which types of food provide high energy. In Years 3 and 4 pupils learn about friction and forces and measure the friction of a brick being drawn across different surfaces. This activity increases their awareness of the principles of fair testing. Year 5 pupils gain good understanding of solids, liquids and gases and pupils in Year 6 discover which factors help speed up the process of dissolving solids in water. Throughout the school pupils develop a wide range of knowledge and skills. However, insufficient emphasis is placed on the teaching of scientific investigation in Years 1 to 4 and as a consequence pupils' knowledge and understanding of how to plan and carry out a scientific investigation are less secure than their knowledge of other scientific facts.
9. At the end of Year 2 and Year 6 standards are above average in information and communication technology (ICT). The school has invested heavily in equipment and resources for the subject and teachers have attended courses to help with teaching and learning. As a consequence the activities that teachers provide for pupils are interesting and challenging and attainment and achievement are good.
10. At the end of Year 2 and Year 6 standards are above average in geography and music and in line with the national average in art and design, design and technology, history and physical education.

11. The achievement of pupils with special educational needs (SEN) is very good. Teachers and teaching assistants provide work that is carefully linked to pupils' individual learning needs. As a result they make very good progress towards their individual targets. The small number of pupils who are learning English as an additional language make satisfactory progress overall. The attainment and achievement of boys and girls are similar in all subjects.

### **Pupils' attitudes, values and personal development**

12. Pupils' behaviour and attitudes are a strength of the school and make a significant contribution to their attainment and achievement. Parents are very positive in their view that pupils behave well and are keen to take responsibility. The majority of pupils, including those with special educational needs and children in the reception classes, are enthusiastic and keen to be involved in learning activities. During lessons most pupils concentrate well on their work, and when given the opportunity they work well independently. Pupils work well together in groups and they share resources sensibly and willingly. They know what is expected of them due to the consistent approach adopted towards behaviour in all classes. The vast majority of pupils demonstrate good self-discipline when moving around the school. They are polite, friendly and helpful towards visitors and follow established routines co-operatively. Children in the reception classes settle quickly into the very well organised and stimulating learning environment where they are very happy and feel secure.
13. The school is a pleasant and orderly establishment where pupils are supportive and caring of each other. During lessons pupils are keen to answer questions and to share their ideas and offer opinions. In most lessons, assemblies and other activities, pupils listen attentively and are confident about asking questions and sharing their own experiences. For example, in a dance lesson which related to their work in history about the Fire of London, Year 2 pupils enthusiastically shared their ideas and asked each other questions as they evaluated the dance routine and improved their performance.
14. Behaviour is very good throughout the school. Pupils respond well to the school's positive system of reward, encouragement and celebration of success. They value the award of team points, stars and stickers and the weekly good work assembly. Pupils have a clear understanding of the difference between right and wrong and the impact of their actions on others. In the dining room pupils are polite and well behaved. Pupils play together very harmoniously in the playground and examples were seen of older pupils caring for younger ones. Incidents of bullying or harassment are rare, and pupils and their parents are confident that any problems will be dealt with promptly and effectively by staff. There have been no exclusions during the past year.
15. Relationships throughout the school are very good. In all classes pupils have a happy relationship with teachers and teaching assistants. Pupils treat classmates who have special educational needs or physical disabilities very sensitively and are pleased to involve them fully in all activities. The very good relationships amongst pupils and between pupils and all adults in the school make a strong contribution to the pupils' personal development and academic progress.
16. Pupils' personal development is good and they have opportunities to take responsibility and to use their own initiative. Pupils in Year 6 are elected as team captains and vice captains and they meet with the headteacher regularly to bring suggestions from other pupils about improvements to the organisation of the school environment. Pupils act as classroom monitors and librarians, care for younger pupils in the playground and help to organise furniture and music for assemblies. They take their responsibilities seriously and during the inspection pupils from all classes were seen confidently taking registers to the office, setting out chairs in the hall and operating the CD player in assemblies. Pupils respond very positively to opportunities to visit places of educational and cultural interest, including the residential visits for Years 5 and 6. However, there are not enough opportunities for pupils to develop good independent research skills and to take regular responsibility for their own learning.
17. Attendance is satisfactory and is generally in line with the national average as is the rate of unauthorised absence. A significant number of pupils takes holidays during term time. Although nearly all pupils are punctual, there is a small number who regularly arrive either during or after registration in the morning. However, lessons start promptly and there is an efficient and well-

ordered start to the day. This has a very positive effect on pupils' attitudes towards school and on their achievements and progress.

## **HOW WELL ARE PUPILS TAUGHT?**

18. The quality of teaching was good overall and never less than satisfactory.
19. The teaching of children in the reception classes is good and occasionally very good. The teachers and support staff provide many interesting activities that maintain children's interest. As a consequence children make good progress in their learning. There is an appropriately strong emphasis on the development of basic skills, including speaking and listening, literacy and number. For instance, teachers introduced children to words relating to comparison as they counted the number of candles on the cakes they were making to celebrate Diwali. They were able to say whether their cake had more or less candles than their friends' cakes. Children were also encouraged to write invitations to the party they were planning. Teachers and support staff provide effective help and encouragement as pupils retell stories they have made up in the story area. The teachers in the reception classes work well together and with support staff. Adults are clear about what they expect all children to learn, including those with special educational needs and those who are above average, and provide work that is well suited to them.
20. Teaching is good in over half of the lessons seen in Years 1 and 2, very good in one in ten and never less than satisfactory. Where pupils are given the opportunity for practical activities, the quality of their learning is good. For example, in a good Year 2 science lesson the teacher provided a variety of objects that pupils sorted according to the properties of the materials. Pupils discussed their ideas with one another and made many interesting observations. Where teachers provide activities that are open-ended and give pupils the opportunity to think for themselves, learning is good. For instance, in a good Year 1 art lesson children were given a variety of different types of card and paper in order to create collages. The teacher showed them how to use the materials in different ways but gave them the opportunity to experiment. The collages that pupils produced showed creativity and ingenuity and some pupils experimented with three-dimensional effects. Teachers use practical approaches to learning in other subjects such as geography, music, design and technology and mathematics. However, the pace of learning is less effective where teachers do not provide activities that challenge the higher attaining pupils in their teaching groups. For instance, in some English and mathematics' lessons, some pupils found the work in their set too easy.
21. In Years 3 to 6 the quality of teaching was never less than satisfactory; it was good in two out of five lessons and very good in one in six lessons. In a good history lesson in a Year 6 class, the teacher used open-ended questions to encourage pupils to think for themselves and express opinions. The resulting discussions enabled all pupils to make good progress in understanding the culture and life of the Ancient Greeks as they compared the Ancient Olympic Games with the present day Olympics. Teachers also use questioning well to clarify pupils' thinking. In a good mathematics lesson in Year 6, careful questioning by the teacher helped pupils extend their understanding of negative numbers. Teachers generally use the introductions to lessons effectively. In an ICT lesson in a class of Year 3 and Year 4 pupils the teacher showed pupils how to create patterns using a drawing program. Pupils achieved well and produced imaginative patterns because they had plenty of time to experiment with the programme for themselves. Where teaching is less successful, teachers do not provide work that is sufficiently challenging for higher attaining pupils in their teaching groups or sets. However, the pace of learning increases in Years 5 and 6 as teachers consistently provide challenging activities for all pupils.
22. Throughout the school the quality of teaching is at least satisfactory and occasionally good in English and mathematics. In Years 5 and 6 the quality of teaching in English and mathematics is generally good because teachers provide challenging activities for all pupils. In science, art, design and technology, history, geography, music and physical education, the quality of teaching is generally good throughout the school. The teaching of ICT is especially good because of the creative and intellectual effort that teachers require of pupils.
23. The teaching of literacy and numeracy is at least satisfactory, with a significant proportion of good teaching seen, especially in the reception classes and Years 5 and 6. Teachers manage the different parts of the literacy lesson well. The learning objectives for lessons are appropriate and are shared with pupils. Teachers explain the learning activities clearly and work very well

with teaching assistants to encourage and help pupils. However, some lessons lack pace because teachers spend too much time talking and learning activities do not provide sufficient opportunities for higher attaining pupils to extend their writing skills. In numeracy lessons teachers provide clear explanations that help pupils grasp new ideas and clarify their thinking. Mental and oral mathematics sessions are run at a good pace and pupils develop fluent recall of number facts. Teachers use questioning well to encourage pupils to explain the strategies they use to solve problems. Teachers have good understanding of the National Numeracy Strategy and manage the different parts of the lesson well. However, lessons sometimes overrun and there is not enough time for the conclusion, thus losing opportunities for assessing what pupils have learnt.

24. In many lessons there are good features that contribute to the positive attitudes that pupils have to their learning. Teachers generally manage their pupils in a consistent and positive way by creating a calm, secure and purposeful atmosphere in lessons. The quality of relationships is very good and pupils respond well to teachers and other adults. This means that pupils are happy and want to do their best. Teachers manage behaviour well and any misbehaviour is dealt with quickly and without major disruption to the lesson.
25. Teachers work very well with teaching assistants and they make a very positive contribution to all the lessons in which they are involved. This is due to the way in which teachers plan with them and also how they are encouraged to use their own knowledge and skills.
26. Teachers' knowledge and understanding of the curriculum are good overall. As a consequence the content of the majority of lessons is informative and interesting for pupils. Teachers' knowledge and understanding of ICT are good. They plan opportunities for pupils to use ICT in other subjects and computers are constantly in use by pupils. Other learning resources such as books, posters, maps and practical equipment are used effectively.
27. Although there was no unsatisfactory teaching during the inspection, there are several factors that cause teaching to be less effective than it might be. With the exception of pupils with special educational needs, teachers do not use assessment effectively to identify targets for learning, especially for higher attaining pupils, and planning does not always identify appropriate tasks for them. Consequently pupils are not clear about how to improve their work or evaluate their own progress and the work set for higher attaining pupils frequently lacks challenge.
28. Teachers' marking is conscientious and thorough. In Year 2 teachers made comments in their marking that related to how well pupils had achieved the learning objectives for the lesson and what they needed to do in order to improve their work. However, there were few examples of evaluative marking in other classes. With the exception of art and design, design and technology and physical education, teachers do not encourage pupils to evaluate or correct their own work and as a consequence valuable learning opportunities are missed.
29. The use of homework is satisfactory overall and most parents consider the amount of homework is appropriate. However, there are inconsistencies in the amount and type of homework set from class to class. Where it is used well, it extends the work that is taking place in class.
30. Teaching for pupils with special educational needs is very good and a strength of the school. Teachers know their pupils well and provide very good educational and personal support in lessons. Individual education plans for pupils with special educational needs are good and contain suitably specific targets for them. Teaching assistants working in collaboration with class teachers make a very good contribution to the achievement of pupils with special educational needs. This is because they prepare well for lessons by discussing the planning with the teacher and how they can modify the activities so that their pupils can learn as much as possible.
31. The quality of learning is good overall. Pupils make at least satisfactory gains in their knowledge and understanding of all subjects. Pupils have good learning habits, work hard and produce a lot of work. Their handwriting and presentation are generally satisfactory but pupils do not have regular opportunities to decide for themselves how to present their work. Pupils are keen to take the initiative when opportunities are provided. Pupils generally have a clear understanding of the tasks they have been set, work well together and help each other succeed.

They have positive attitudes, sustain their concentration over a long period of time and are keen to learn.

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

32. The curriculum for the children in the reception class is good. The staff use curriculum guidance for reception children well in order to support their planning in the six areas of learning. Teachers provide many interesting and exciting activities and children are absorbed in their work throughout the school day. Further development of planning for outside play would enhance the quality of provision in this area.
33. The quality and range of the curriculum offered to pupils in Years 1 – 6 are good. All statutory requirements are met and all subjects are taught in a carefully planned way in accordance with the National Curriculum and the locally agreed syllabus for religious education. The curriculum caters well for both boys and girls.
34. In the two years since the amalgamation the school has been successful in establishing consistent use of the National Strategies for literacy and mathematics. Teachers use national schemes well in order to provide continuity and cohesion in other subjects. As a consequence the curriculum effectively introduces pupils to the knowledge and skills specific to each subject and time is provided for topics to be studied in depth. However, opportunities to link units of work from several subjects are sometimes missed.
35. The National Strategies for literacy and numeracy are securely implemented in Years 1 – 6 and there is sound provision for the teaching of basic skills. However, partly because of the setting arrangements, literacy skills are developed largely within the literacy hour and opportunities for developing pupils' writing skills in other subjects are missed. The time currently allocated to literacy is leading to some imbalance. On some days, pupils in certain classes spend up to 75 per cent of lesson time on English and mathematics.
36. A significant strength of the school is its provision for pupils with special needs. Pupils with SEN are taught the same range of subjects as the rest of their class and are fully included in all aspects of school life. Some need to spend part of each week in one of the support rooms working through specially designed literacy and communication programmes with a teaching assistant. A carefully planned timetable ensures that these pupils do not miss essential learning in any of their other subjects. Very good individual education plans (IEPs) provide an appropriate range of targets covering information and communication technology and physical development as well as literacy and communication skills, for example use of a keyboard, working with small tools and independent use of a wheel chair. They make clear how the curriculum has to be modified to enable the pupils to achieve their particular targets, for example by using approaches which combine listening, looking and feeling.
37. However, the school is less successful in meeting the needs of more able pupils. The setting arrangements, especially in Years 1 – 2, are not securing the achievement of higher attaining pupils. In literacy an over-reliance on the reading scheme and worksheets limits what pupils achieve. There are few opportunities for independent and extended work and there are not enough activities for pupils to investigate and find things out for themselves. Learning is more effective in Years 5 and 6 because the curriculum provides challenge for all pupils.
38. The provision for extra-curricular activities is excellent and is a significant strength of the school. From Year 3 onwards many pupils enthusiastically take part in a wide range of after-school clubs. Boys and girls of all abilities have the opportunity to join clubs for dance, football, netball, art and craft, recorders, drama, chess, computers and choir. Members of the chess club have been successful in local and national competitions. Most parents agree that the school provides an interesting range of extra learning opportunities outside of lessons. A large number of pupils is involved in extra-curricular music lessons and learns to play a range of musical instruments including piano, electronic keyboard, violin, cello, flute, drums and brass. All pupils are given the opportunity to perform in regular school productions. Pupils in all classes go out on a range of visits to places of educational and cultural interest. In Years 5 and 6 pupils take part in extended

residential visits and this provides them with a wide range of additional challenges and experiences.

39. Satisfactory links have been established with the local community and this contributes effectively to the work of the school. The close links with the local churches make a strong contribution to pupils' moral and social development. Clergy from different denominations visit regularly to lead assemblies. Local senior citizens are invited to attend school performances, and a small jazz band from the local community has visited to perform for pupils and extend their musical experience. The choir and drama group visit the residents at a nearby home for the elderly at Christmas. Pupils join with other schools to take part in the annual Grimsby Music Festival. Regular visitors into school such as a theatre company, police and fire officers enrich the curriculum.
40. The provision for personal, social and moral education (PSME) is good. Although the recently acquired programme is yet in its early stages of development, the PSME and Citizenship policy is good and provides teachers with clear guidelines. In all classes time is allocated for pupils to discuss personal and social issues. For instance children in reception classes have time to share their interests and concerns. As a consequence they develop good awareness of the needs of others. Good provision is made for sex education for pupils in Years 5 and 6 with effective support from the school nurse. Drugs awareness is appropriately addressed by class teachers. The school has achieved the Healthy Schools Award for the quality of its health and social education.
41. Overall there is good provision for pupils' spiritual, moral, social and cultural development. The provision for pupils' spiritual development is good. Acts of collective worship provide pupils with the opportunity to relate stories from the Bible to their own experience. For instance, in a class assembly taken by Year 6 pupils, pupils used a parable of Jesus to show how everyone is important and has a contribution to make to family, friends and the community. Younger pupils have the opportunity to talk about special moments such as birthdays and other anniversaries and some pupils have constructed their own biographies. In doing so they are helped to establish their own identities and worth. An attractive display celebrates the contribution and success of individuals and groups throughout the school.
42. Provision for pupils' moral development is very good. The school has a clear code of conduct that pupils understand and respect. Pupils develop a sense of responsibility and self-discipline, are tolerant of other points of view and understand that others may hold opinions different to their own. Pupils are very well behaved throughout the school and know what behaviour is expected of them. Codes of behaviour are displayed in classrooms in words and sentences that pupils can interpret and understand. The school has an effective programme of Personal, Social, and Moral Education. These, together, with other strategies, ensure that pupils have a very clear understanding of right and wrong.
43. Provision for the social development of pupils is good. The recently amalgamated school has been very effective in promoting a new and cohesive community. Relationships within this school community are strong. Pupils, teachers and support staff have worked hard to produce an atmosphere in which pupils feel confident and safe. Pupils accept, and assist unquestioningly, those with special educational needs. Teaching assistants and other support staff have greatly contributed to this inclusive community through their involvement with all pupils, in addition to those in their immediate care. Pupils normally work collaboratively and with the minimum of fuss when sharing equipment or when learning together.
44. Pupils are very willing to do helpful tasks, such as tidying the classroom or library, distributing work, and looking after sports equipment. There is a house system with house captains and vice-captains having responsibility. Pupils earn house points for good work and being helpful. The school encourages pupils to collect for charities and at the time of inspection they were busy collecting shoeboxes of presents for children of Eastern Europe. Within classrooms there is less opportunity for pupils to develop independence, do research, and organise their own learning. When provided with such opportunities, the majority of pupils respond very positively and take pride in their work.
45. The provision for pupils' cultural development is good. Pupils are able to appreciate their own cultural traditions through a range of in school and after-school activities. After-school activities



include a variety of sporting activities for both boys and girls, and a quality expressive arts programme offering dance, drama, art and craft and recorder playing. There is a good record of out of school educational visits for all age groups that enhance their cultural awareness and understanding. Years 5 and 6 have the opportunity to develop their independence by participating in visits to two residential centres.

46. There are fewer opportunities to appreciate and understand the traditions of other cultures. There are some good displays around school that acknowledge the contribution of other faiths such as Judaism and Hinduism and the use of symbolism in different religions. In reception classes pupils use tapes of music from different cultures in their dance and movement lessons. However, opportunities to introduce pupils to the diversity of cultures in Britain today and the contribution that non-European cultures have made to human knowledge and experience are frequently missed as they are not identified in schemes of work or teachers' planning.

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

47. The school has good procedures for ensuring pupils' welfare, health and safety. Arrangements to support their personal development are also good. The quality of educational guidance is satisfactory. Overall, the school's good care for pupils enhances their achievement and attainment. The inspection team's judgement on the quality of care accords with the views of parents, who think that their children are happy and well looked after. They also think that the school promotes pupils' personal development by helping them to become more mature and responsible.
48. The provision for pupils' welfare and support is good and the school provides a safe and caring environment. Parents are confident that any problems are quickly resolved. Since the amalgamation of the two schools, a range of new policies provides very clear guidelines on all aspects of safety and pupils' welfare. All staff know pupils well and they are alert to their individual, physical and emotional needs. This makes a strong contribution to pupils' progress and achievements. Pupils with special educational needs, including those with physical disabilities, are very well supported and this enables them to take full advantage of all educational opportunities. The well established induction procedures ensure that children and their parents understand how the school is organised and this helps children to settle quickly into school routines. The school works closely with the pre-school located on the same site, and there is a good system to share relevant supportive information. Although pupils in Year 6 transfer to a number of different secondary schools, the school follows good supportive procedures to ensure a smooth transition for pupils and their parents.
49. The Health and Safety policy is well implemented. Good procedures are followed to monitor the site, with governors playing an active role in risk assessment. All concerns are well recorded and prompt action taken. The caretaker and staff are vigilant in ensuring that any safety issues are reported and appropriately followed up. During lessons and in the playground pupils are well supervised and staff ensure that pupils are alert to safe practices. Electrical equipment and PE equipment are checked regularly, and regular fire drills ensure that all concerned know how to evacuate the building in an emergency. The provision for First Aid is good with several qualified First Aiders on site. Parents are contacted where necessary and accidents are recorded appropriately.
50. Child Protection procedures are good and any concerns are well monitored and recorded. All staff, including lunchtime supervisors, are fully aware of the procedures and the deputy headteacher has provided clear written guidelines. Good up-to-date personal and medical records are kept for all pupils and these are used well to support their personal needs.
51. Good procedures are followed for monitoring and promoting attendance. The school has recently adopted an electronic register scheme, and registration is completed accurately and consistently. With the support of the education welfare officer, satisfactory procedures are in place to promptly follow up unauthorised absence. The procedures for monitoring and promoting behaviour are very good and applied consistently throughout the school. Clear guidelines are followed to eliminate bullying or harassment of any kind. There is a good system of reward and celebration, with a weekly good work assembly, and this contributes well to raising pupils' self esteem and confidence. The school's procedures for monitoring and supporting pupils' educational and personal development are satisfactory. Although there is no formal system of

recording personal development, teachers know their pupils well and their personal achievements are well monitored on an informal basis.

52. The arrangements to assess and monitor pupils' academic performance and achievements are satisfactory overall. The school uses a full range of tests to track pupils' achievements and to analyse results. Teachers in reception classes use assessment well to help them plan. They assess children when they enter the reception classes and use this information to group them for activities involving communication language and literacy, mathematical development and scientific understanding. Assessment is also used to set termly learning targets for children. In Years 1 to 6, teachers' use of assessment is satisfactory overall. They use the results of national tests and non-statutory tests to find gaps in pupils' learning and to set challenging targets for the end of the school year. They do not, however, set short-term targets that are shared with pupils and parents in order to help them reach their targets for the year. This is an area that the school is currently developing and will build on the effective use of assessment and target setting that enables pupils with special educational needs to achieve very well. Teachers' use of day-to-day assessment is satisfactory. However, it is not used consistently in Years 1 to 4 to set challenging work for higher attaining pupils in all teaching groups.

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

53. The school has a satisfactory partnership with parents, most of whom are satisfied with their children's progress and the quality of education provided. Most parents agree that the amalgamation of the infant and junior schools has worked effectively and they are pleased with the new arrangements. The majority of parents feel that the school works closely with them and responds well their questions and concerns. Most parents support the school well and assist their children at home by listening to reading and helping with homework topics. This makes a strong contribution to pupils' progress and the standards they achieve. A few parents find it difficult to sustain a partnership and feel unable to support their children's learning at home.
54. All pupils have a reading diary that is taken home with reading books. There are inconsistencies between classes in their use as a communication between home and school. Prior to the implementation of the homework policy, parents were consulted and their views were taken into account. The inspection team agrees with a number of parents who continue to feel that there are inconsistencies between classes in the arrangements made for homework. The school values the help of a small group of parents who regularly assist, mainly in the infant classes, and others who help when pupils go out on visits. For example, a parent who is an accomplished violinist helps with music each week in the reception classes and accompanies pupils as they sing songs with actions and play percussion instruments. Parents of pupils with special educational needs are kept well informed about achievement and are consulted about individual education plans. They are invited to attend all assessment and review meetings. A significant number of parents attend the weekly good work assemblies and performances by individual classes. The Friends of Lisle Marsden are a very active and supportive group of parents who organise regular social events to raise considerable funds for the school. Activities are well supported and enable the Friends to provide a range of additional resources such as books for the library, playground markings and physical education (PE) equipment.
55. The quality of information for parents is satisfactory and most parents feel well informed. The headteacher sends out regular newsletters containing helpful information about changes in organisation and forthcoming events. Although there is no central notice board for parents, teachers display notices for parents in the windows of classrooms and outside doors. The school has produced an information book about the curriculum and ways in which parents can help. This is available to parents on request and a limited number of parents have followed this up. Each term parents receive a list of topics that pupils will be learning in order that they might help their children at home. The school has organised a number of curriculum information evenings for parents but attendance has often been limited to those with children in the infant classes. Regular consultation evenings are held and many parents attend and take this opportunity to talk to teachers about their children's progress. Prior to joining the reception classes parents and children visit to meet the headteacher and reception staff. Parents receive a very helpful school information booklet relating to the reception class and the organisation of the school. The inspection acknowledges the concerns of a significant number of parents about

the lack of consultation and explanation when classes were split up at the end of the school year.

56. Reports to parents are satisfactory and cover all subjects of the National Curriculum and the Foundation Stage. Most parents feel that the reports provide sufficient information about progress and they are happy with the information they receive. Although the reports contain targets for improvement, these are often vague and imprecise. Information about achievement in English, mathematics, science and ICT and the general comments are satisfactory, but information provided about other areas of the curriculum is limited. The prospectus and the governors' annual report to parents provide a good amount of helpful information about organisation and the curriculum.

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

57. The headteacher, supported by the senior management team and governors, has provided strong leadership to establish Lisle Marsden as a good school in the two years since it opened. They are justifiably proud of their success in creating this effective primary school from the separate infant and junior schools that were previously in existence. Their aim to provide "Educational Excellence in a Christian Context" is realised through a strong emphasis on continually improving the quality of teaching and standards of pupils' attainment, which are now good overall. The strong leadership provides the school with a good capacity to improve these even further, although this would be helped with a longer term view of where the school is going and how all staff will be systematically involved in the process of getting there.
58. The headteacher and senior management team are aware of the school's strengths and priorities for improvement by frequent and rigorous monitoring of lesson planning, teaching, pupils' workbooks and test results. A particular strength is that when a priority is identified, a large amount of time and resources are allocated to bring about rapid improvement. During the previous school year, for example, the subject coordinator for information and communication technology was released half-time from his responsibility for a class in order to organise equipment, prepare planning and train colleagues. Consistently good teaching and pupils' attainment in well-resourced computer rooms provide evidence of the value for money gained from this investment. Currently, a member of the senior management team is released from his class responsibility to provide leadership for raising attainment in Years 1 and 2. His monitoring and support in classrooms are already bringing about improvements in lesson planning, assessment and the setting of challenging targets for pupils.
59. The Year 1 and 2 leader is also the coordinator for special educational needs (SENCO). He is allocating part of his release time to improve further the school's effectiveness in this aspect of its work and is providing good value for money by increasing the capacity of all staff to meet the needs of pupils with SEN. An illustration of this is that teachers and teaching assistants are quickly becoming confident in using new arrangements for assessing pupils' needs and drawing up individual action plans to meet them. There is already a good consistency across the school in planning work accurately to meet pupils' targets, which is helping them to improve their achievement.
60. Teachers without substantial release from their class responsibility give sound leadership in their role as subject coordinators. They influence the quality of work across the school by preparing policies, giving guidance on planning, ensuring adequate resources and providing training. The senior management team supports them by ensuring that they receive appropriate training and by meeting them annually to agree future targets and the support they need in order to achieve them. However coordinators' effectiveness is limited because they have not have enough systematic opportunities to identify the main strengths and priorities for improvement across the school and to provide support where it is most needed.
61. The school improvement plan provides a good programme of action to tackle priorities in the current year, making deadlines clear, along with the equipment, time from staff that are required and financial implications. There is insufficient clarity, however, about the intended outcomes of actions on teaching and learning and therefore it is difficult for the senior management team and governors to form a clear picture of the value for money gained from what is often a substantial investment. Nor is there any outline of priorities beyond the current year, which is hindering longer-term budget planning and forward planning by coordinators. While the school's

improvement planning strategy has helped it to establish very effective practice in some key areas within a short time, the next steps will require a longer term view of how the school will develop and how all staff will be involved in the process.

62. The governing body carries out its statutory duties well and is very supportive of the school. Members have a clear understanding of the effectiveness of the school through information received from its committees, individual governors who have particular areas of interest and the headteacher. On the basis of this understanding, the governing body makes a constructive contribution to decision-making in key areas of the work of the school. A good example of this is the governors' involvement in agreeing the statutory targets for pupils' attainment at the end of Year 6. The governing body applies the principles of best value well, for instance they have consulted parents on such matters as school meals, sex education and the national proposals for a six-term school year. They also consult staff about plans for school improvement and the setting of the annual budget. They use competitive tendering effectively when purchasing resources and services.
63. The quality of financial planning and strategic use of resources are very good. The school's budget is closely linked to the agreed priorities in the school improvement plan and fully reflects the educational needs of the pupils. Financial control and administration by the school and the finance committee are very good and detailed records are maintained of all financial decisions. The school has recently completed its first full financial year, and as a cheque book holding school has clear plans for the carrying forward of a substantial reserve. The finance committee has a clear remit that outlines its powers and responsibilities, and a good system of financial monitoring is in place which provides the headteacher with strong support and guidance. The school is in a strong financial position after only one full financial year and there is already an appropriate reserve to fund further expansion in pupil numbers and essential security work, without detriment to current resource levels.
64. The provision of teaching staff is very good and they are deployed effectively to ensure that their expertise is used well. The arrangements for their performance management are good. Teachers have individual objectives that are linked to priorities in the school improvement plan. They have the opportunity to attend courses and undertake other activities to help them achieve their objectives. As a consequence performance management has a positive impact on teaching and learning throughout the school. Administrative staff provide a very efficient and friendly service. The caretaker and cleaning staff ensure that the school is maintained to a high standard.
65. The arrangements to help staff who are new to the school to settle into their posts are very good. Newly qualified teachers receive support from an experienced member of staff who acts as their mentor. Other senior staff monitor and provide advice to ensure that teachers fully understand the school's routines and methods of working. Newly qualified teachers also have time out of class each week in order to observe other teachers' lessons, attend courses and plan their work. Other teachers who are new to the school feel thoroughly supported by the guidance provided. The school also organises good programmes for students training to be teachers. There is one student on a graduate training course who is making good progress because of the quality of the support and the teaching opportunities that the school provides for her.
66. The school has invested in recruiting a larger than usual team of teaching assistants for a school of this size. They provide good value for money in enabling pupils with significant special needs to be included in the mainstream education of the school and to achieve very well. Their deployment is well planned to combine the teaching of special programmes of literacy and communication skills with support in classrooms for accessing the whole National Curriculum. The SENCO provides good leadership of this team and this contributes significantly to the success of their work.
67. The school provides very good accommodation for the pupils and resource levels are good overall. The staff have placed a high priority on making the school bright and attractive and very good displays add to the overall working atmosphere. The spacious halls are used for PE, assemblies and for activities before and after school. The playgrounds and fields provide good space for the number of pupils on roll. The library has recently been restocked and contains a significant proportion of new books. The resources for ICT are very good and the two computer

suites are used very effectively to support pupils' learning in many subjects. Two well-resourced support rooms are used effectively by support assistants for the teaching of basic literacy and communication skills to pupils with SEN. The school works very well in partnership with local specialist agencies to ensure the provision of appropriate equipment for pupils with physical or sensory disabilities. Resources for other areas of the curriculum are good and teachers use them well to enhance pupils' learning. There are very good resources for children in the reception class, which include a stimulating and secure outdoor area with a good range of equipment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. To improve standards even further, the headteacher, staff and governing body should:

(1) raise attainment in Years 1 and 2 in writing by:

- enabling pupils to apply their skills in independent, creative and extended writing;
- introducing targets for groups of pupils that tell them what they need to do in order to improve their work; and
- employing a wider range of teaching strategies and tasks that will extend all pupils.

*(paragraphs 4, 6,27, 28, 91,102, 103, 109 and 110)*

(2) improve the curriculum for literacy by:

- providing opportunities in other subjects for pupils to develop their writing skills;
- improving the use of guided reading throughout the school; and
- widening the range of pupils' reading through less dependency on the reading scheme.

*(paragraphs 34, 35, 100, 110, 112, 156 and 165)*

(3) improve the achievement of higher attaining pupils in Years 1 to 4 by:

- using assessment to set targets for learning;
- sharing targets with pupils;
- planning activities to help pupils reach their targets;
- linking marking more closely to the targets;
- encouraging pupils to assess their achievement against their targets; and
- using more open-ended tasks and providing more opportunities for independent learning.

*(paragraphs 2, 7, 8, 27, 28, 37, 52, 101, 107, 109,122 and 133)*

*The school has identified issues (1) and (2) in the development plan as areas for improvement.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	11	46	34	0	0	0
Percentage	0	12	51	37	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	490
Number of full-time pupils known to be eligible for free school meals	67

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	75

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	47

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	35	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	26	30
	Girls	31	30	31
	Total	56	56	61
Percentage of pupils at NC level 2 or above	School	82 (93)	82 (88)	90 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	29	30
	Girls	32	32	32
	Total	58	61	62
Percentage of pupils at NC level 2 or above	School	85 (85)	90 (78)	91 (82)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	33	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	33
	Girls	29	25	31
	Total	58	56	64
Percentage of pupils at NC level 4 or above	School	84 (85)	81 (72)	93 (99)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	29	31
	Girls	25	21	30
	Total	50	50	61
Percentage of pupils at NC level 4 or above	School	72 (75)	72 (75)	88 (92)
	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	483	0	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	2	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	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	21.5
Number of pupils per qualified teacher	22.8
Average class size	25.8

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

Total number of education support staff	20
Total aggregate hours worked per week	470

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	1,060,174
Total expenditure	1,019,098
Expenditure per pupil	2,093
Balance brought forward from previous year	48,386
Balance carried forward to next year	89,462

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9.5
Number of teachers appointed to the school during the last two years	10.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

488

Number of questionnaires returned

88

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	1	0
My child is making good progress in school.	47	44	1	1	7
Behaviour in the school is good.	51	43	2	0	0
My child gets the right amount of work to do at home.	41	44	10	1	1
The teaching is good.	57	39	1	1	1
I am kept well informed about how my child is getting on.	42	45	6	5	1
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	0	0
The school expects my child to work hard and achieve his or her best.	58	40	2	0	0
The school works closely with parents.	45	42	8	2	2
The school is well led and managed.	58	34	2	2	3
The school is helping my child become mature and responsible.	50	42	1	1	3
The school provides an interesting range of activities outside lessons.	60	23	2	0	13

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

69. Children are admitted into the reception classes in the September of the school year in which they become five. Most children have attended Lisle Marsden Playgroup or other nursery education providers before they start school. Evidence from teachers' assessments, children's records and the inspection shows that attainment is about average in all areas of learning on entry to the school. Children achieve well and firmly develop and consolidate their skills. By the end of their year in reception children are on course to meet the Early Learning Goals in all six areas of learning. Children with SEN are identified early and staff help them achieve very well in relation to their prior learning.
70. Teachers work well with nursery nurses and teaching assistants and together they provide a welcoming environment in which all boys and girls, including those with SEN, feel secure and are motivated to learn. Teaching and learning are good and sometimes very good. Staff plan quality learning activities that are matched well to children's next steps in learning. Clear targets are shared with children so that they know what they need to do in order to improve their work. As a consequence achievement is good for all pupils, including those identified as having SEN. The afternoon sessions are particularly effective as teachers provide children with a rich variety of activities from which to choose for themselves. They encourage children to plan their afternoon's work and review it at the end of the day. As a consequence pupils are interested in their work, develop self-confidence and independence, and not a moment is wasted. However, records need to be refined to ensure that all children benefit from the full range of experiences on offer in these sessions.
71. The co-ordination of the reception classes is good. The coordinator has a clear understanding of the strengths of teaching and learning and is currently producing a plan outlining what needs to be done in order to further improve the quality of provision. An area for improvement is planning for outdoor provision in order to include the full range of activities for this area of learning. The coordinator is developing a strong partnership with Lisle Marsden Playgroup and there are good links with parents.

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

72. The quality of teaching in personal, social and emotional development is good and enables pupils to make good gains in their learning. Staff allow time for children to respond and discuss their favourite celebration and coax children who are shy to respond. They help children settle into the school routines very quickly, for example changing their books and putting them in their book bags, responding appropriately at registration and remembering which group they are in. Children soon develop confidence in working with adults and engage easily in conversation. For example, they enthusiastically talked about bonfire night and one child expressed his fear about the 'big bangs'. They develop good social skills because staff encourage them to take responsibility and make decisions about their learning. For example, at the end of an afternoon session a child with SEN was given the responsibility of collecting in and sorting the equipment. Children take turns, share equipment willingly, help each other and tidy their own activities towards the end of a session. Outside they work collaboratively when drawing a picture of a bonfire.

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

73. Children achieve well and most are on course to achieve the Early Learning Goals by the end of the school year, with many of the higher attaining children exceeding them. The development of speaking and listening in all areas of learning is a particular strength. For example in the scientific area of learning a boy talked confidently about ice melting and changing into water using the words dissolve and melt.
74. The systematic teaching of letter sounds and rhyming words enables children to achieve well. Most children are able to hear the difference between the sounds such as 'b' and 'd' and

distinguish between similar letters of the alphabet. Most can choose a word that rhymes with bear and then quickly recognise initial and final sounds to spell words like hair.

75. Children enjoy looking at books and sharing them with friends in the reading corner. They are making good progress in the development of reading skills. Children are developing positive attitudes to reading and a love of books. They thoroughly enjoy the Super Story Teller corner where a nursery nurse dresses in the part of a storyteller and involves groups of children in making up stories. Children also listen attentively to taped stories.
76. Many children are quickly developing skills of independent writing. For a group book they produce a sequence of sentences that clearly describes a bear's walk in the wood. This is based on the shared text 'It's The Bear'. Children enjoy the many opportunities available for writing. Their writing includes invitations to a Diwali party and lists for use in the area of the classroom that is made into a shop.
77. The teachers, nursery nurses and teaching assistants all talk with children regularly to develop their speaking and listening skills. They use precise vocabulary and plan specific strategies to develop children's skills in asking questions as a method of learning.

### **Mathematical development**

78. Children's achievement is good. Through effective teaching with well-planned learning activities most children will achieve the Early Learning Goals for this area of learning, with some higher attaining children exceeding them.
79. Most children can count and recognise numbers to ten. They know that fifteen is more than ten. Higher attaining children count reliably to twenty. Children confidently use vocabulary such as less than, more, before and bigger, when talking about the song 'Ten in a Bed'. Teachers provide a wide range of activities for the afternoon sessions to extend children's understanding of number. For instance, a group of boys counted the cups, saucers, plates and chairs as they prepared the table, thus ensuring that they had the correct number of items for their guests. Another group of children made buns and counted candles for the buns, with the teacher asking questions such as, 'Does this bun have more candles than this one?' Children talked with the teacher about the differences in the size of the buns. A good range of computer programs is used effectively to support children's learning.
80. Children use colour pegs to create patterns and sequences. They investigate problems relating to a display and find out how many different ways Teddy Bear can sit on a chair. They also develop good understanding of shape, size and time. Children achieve well because the quality of teaching by all staff is good and sometimes very good. They use the language relating to time and size and progress well in understanding the properties of different shapes.

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

81. The teaching is good and sometimes very good and as a consequence children achieve well. Staff effectively link this area of learning with other areas of learning so that children have the opportunity to extend their knowledge and skills in a variety of activities.
82. Most children will achieve the Early Learning Goals by the end of reception. Teachers, nursery nurses and teaching assistants provide good opportunities to extend children's learning through a range of practical activities. Learning about the effect of heat and cold on different substances was brought to life when the children had the opportunity to watch jelly dissolve and a frozen ice balloon melt. The teacher used the microwave oven to make the jelly for the party. Children watched the cold water heat up and understood when it was boiling. One boy observed, 'it's bubbling' and others used the word dissolve when describing the change in the jelly cubes. Most children are beginning to understand that ice can melt into water and refreeze. They also know that jelly dissolves and will solidify if chilled. Within this session a teaching assistant provided good support for a child with SEN and helped him concentrate and play a full part in the activity.

83. Children use computers confidently. They are able to use the mouse effectively to find their way around the screen. They operate a listening station without help from adults. However, during the inspection children did not have the opportunity to use programmable toys.
84. Children are developing good understanding of and respect for different cultures. They listened to a story about Divali and re-enacted it in the home corner that had been decorated for the festival.
85. Children are developing good understanding of the passing of time. They contribute to a celebration chart that marks the important events of the year. They have also made their own booklets showing their life history. Photographs of visits to the local park show a developing awareness of their local environment.

### **Physical development**

86. Children's achievement is good. They are developing basic physical skills and are well on target to achieve the Early Learning Goals. Children are beginning to use space well and show an awareness of others around them. They work confidently demonstrating good control and co-ordination. In a movement lesson the teacher played a tape while children listened carefully and followed the narrator's instructions. They moved imaginatively using all of their body to depict the movement of different fireworks. However, the teacher missed several teaching opportunities as she did not stop the tape. For example, children working well in pairs were not asked to demonstrate the sequence of movements that they had developed. Children are beginning to appreciate the effects of exercise on their bodies. They notice that their heart beats faster when they move energetically.
87. Children develop their manipulative skills by the regular use of a good range of construction equipment, brushes and pencils, which are easily accessible to them. They are able to produce careful artwork and models, which are displayed around the room and in photographs.
88. The outdoor area has recently been paved and there is a good range of equipment to enhance physical development. However medium term planning for outdoor provision does not clearly reflect the full range of activities for physical development.

### **Creative development**

89. Children's achievement is good. Good provision is made for this area of learning and as a consequence the children are in line to achieve the Early Learning Goals. Children explore the properties of paint and other materials. Their paintings of exploding fireworks show good awareness of colour and use of imagination.
90. Children regularly sing songs and rhymes, many of which provide effective links with the other areas of learning. They listen to music from other cultures and enjoy listening to the violin and flute played by a parent and teaching assistant. They sing enthusiastically when accompanied by the instruments. They hold simple percussion instruments correctly and play them well with a good awareness of beat and rhythm. Children enjoy waiting for their turn to play in the song 'I Can Play The Piano'. They respond well to rhythm in their movement activities which also contribute to their physical development.

## **ENGLISH**

91. In the 2002 national tests the attainment of pupils in Year 2 was close to the national average for reading but well below average in writing. Higher attaining pupils did not attain the expected level in writing. The current standard of writing in Years 1 and 2 is also below that expected nationally.
92. Results in the 2002 national tests in English for pupils in Year 6 were above the national average. The percentage of pupils achieving level 5 was well above the national average and the attainment of boys exceeded that of boys nationally. The inspection found that the current standards of work are in line with national expectations in Years 3 and 4, but in Years 5 and 6 pupils achieve well and a substantial number of pupils in Year 6 are working at level 5.

93. Taking into consideration the fact that pupils' attainment on entry to the school is in line with the national average and that this position is maintained through the reception year, pupils' achievement is unsatisfactory overall in Years 1 and 2 and good in Years 3 to 6.
94. Standards in speaking and listening are good overall. Pupils are articulate and respond to questions with enthusiasm. They are co-operative and are able to collaborate and discuss, and to explain and report on their work. In art and in design and technology lessons, pupils are encouraged to discuss, make suggestions and evaluate each other's work. Presenting stories to younger pupils, class assemblies, the weekly drama club and school productions give pupils the opportunities to speak to different audiences. Boys participate as willingly as girls in oral work and teaching assistants encourage pupils with SEN to develop their own ideas through talking rather than giving them answers.
95. Compared with foundation subjects, few planned opportunities to develop talk were seen in core subjects. In literacy, in particular, little use is made of structured discussion or of conventions such as 'time out for talk', the use of response partners, or drama techniques like role-play or hot-seating. In lessons, particularly in Year 1 and Year 2, where there is an over-reliance on teacher dominated question and answer strategies, opportunities are missed to develop pupils' oral skills.
96. A significant effect of the setting arrangements, especially relevant to Years 1 and 2, is the limit it imposes on opportunities for children to speak to their teacher or to their class. The majority of children do not spend any significant time with their class teacher for most of the morning, and for younger children, the immediacy of bringing news from home or the outside world is lost.
97. In reading, pupils' attainment in Year 2 is now in line with the national average. The clear systematic teaching of letter sounds from reception classes onwards helps pupils to make good progress in reading. Early Literacy Support is provided for targeted pupils so that they make reasonable progress in their reading skills. By Year 2 higher attaining pupils read accurately and confidently, responding appropriately to punctuation and bold print. They locate information in non-fiction books. Average readers and below average pupils use their knowledge of letter sounds to help them read unfamiliar words but do not use other strategies.
98. In Years 3 and 4 pupils continue to achieve satisfactorily in reading. This is boosted in Years 5 and 6 by teachers' high expectations so that higher attaining pupils in Year 6 skim and scan text, gather information and analyse viewpoints from contrasting novels. In their own reading, higher attaining pupils have well developed reading habits, enjoying and reading fluently from novels brought from home. They are able to make thoughtful comments about the plot and author's style. Lower attaining pupils in Year 6 read fairly fluently from reading scheme books, but mispronounce words without self-correcting and do not always follow the sentence punctuation. Average and below average pupils throughout Years 3 to 6 continue to need better-developed strategies to decipher unknown words.
99. With a few exceptions there is insufficient depth or breadth in the study of fiction. Apart from amongst the higher attaining pupils, there is a significant disinterest in reading at school. Pupils' attitudes to reading and their experience of a range of authors and styles would be enhanced by less of a dependency on the core reading scheme, and by access to a broader range of reading materials for use outside the literacy hour. Whilst the library has recently been refurbished and new stock purchased, there was no evidence during the inspection week of its use by individuals, groups or classes.
100. Guided reading is planned outside the literacy hour in Years 1 and 2 and within the literacy sets in Years 3 - 6. In the few sessions seen there was little emphasis on modelling reading strategies, teaching higher order reading skills, or encouraging an active response to the text. The effective and regular use of guided reading would both extend pupils' reading strategies and skills and would provide the opportunity to study aspects of fiction and non-fiction texts in depth.
101. Reading records used in guided and individual reading are generally not diagnostic and tend to affirm with comments like 'lovely' or 'all read beautifully'. Records referring to children's reading

targets would be more useful, especially in Years 1 - 2, in indicating to children, parents and other adults how to improve children's fluency and comprehension.

102. By Year 2 pupils' attainment in writing is below the national average. In the reception classes importance is placed on writing in the areas of learning and children are taught how to produce extended pieces of writing independently. Higher attaining pupils produce lively, confident writing presented in attractive booklets entitled 'The Ballerina's Wish' or 'James Bond's Diary'. By Year 2 higher attaining pupils are writing simple directions based on street maps, labelling drawings or writing short sentences in booklets about pets. They use capital letters and full stops, but not consistently. They have understood lessons taught, for example on the use of joining words such as meanwhile, before and after but have not had the opportunity to apply these in independent writing. Average pupils have had few opportunities to produce any continuous writing, but where they have been able to write in sentences, these are generally short and a significant proportion of spellings is unrecognisable. Below average pupils are beginning write simple sentences as in recent work on classroom instructions. Overall, children's attainment, particularly that of higher attaining pupils, is limited by insufficient opportunities to develop skills in independent writing, or to extend writing over more than one session.
103. In Years 3 and 4 pupils are writing letters, stories and diaries which have a clear beginning, middle and end, but writing tends to lack maturity and the quality is not sustained through the piece. Some phrases are chosen for interest, for example, 'I like hearing hard working pencils', but the writing doesn't generally engage the reader's interest. Work is well presented and handwriting legible, but standards in spelling are below average. Many of the writing tasks contain insufficient challenge, especially for higher attaining pupils, and there are few opportunities for extended writing, drafting and re-drafting.
104. There is rapid improvement in pupils' attainment in writing in Years 5 and 6. By Year 6 higher attaining pupils are writing with confidence and flair. They are able to weave action, description and dialogue and choose words to engage the reader, for example, 'my insides were tickling with fear and thrill; thrill because the sight was magical ...'. Pupils are able to sustain quality writing over a series of lessons, as in their autobiographies set out in chapters. The level of formality in writing varies appropriately according to the task and ranges from the formal language used in work modelled on Samuel Pepys' diary to an informal style in autobiographical writing such as 'I don't want to be filthy rich, but just wealthy!' There is a sophisticated use of punctuation, with good presentation and handwriting. Average and below average pupils also write confidently. Writing is generally well structured and often enjoyable to read. Pupils are able to write in a range of styles, from lively playscripts and poetry to more formal character studies. Handwriting is good but there are some inaccuracies in common spellings.
105. Throughout the school pupils with SEN achieve well because teachers and teaching assistants plan work that is closely matched to the targets of their individual education plans. A Year 3 pupil with significant learning difficulties showed very good achievement when he demonstrated that he knew the names and sounds of the letters of the alphabet, the sound made by 'th' and that he had instant recall of recently learnt words like 'down', 'garden' and 'good'. Some Year 5 pupils working in the support room successfully met the challenge of finding information from a story to complete a crossword. The reading assessment of a Year 6 boy showed that he has made 17 months progress in one year and his reading was now almost in line with the national average. Some pupils with a physical disability use portable computers to produce writing that would not otherwise be possible, for example some Year 6 pupils wrote extended, interesting and well-structured autobiographies using word-processing software.
106. Pupils' attitudes to literacy are good in Years 1 to 6. They listen well to teachers' explanations and are keen to answer questions and to participate in discussions. In lessons where open-ended tasks are set and where teachers' expectations are high, pupils work at a good pace, but where tasks are not challenging enough, insufficient work is produced.
107. The school has well-developed systems for tracking pupils' progress and setting targets related to National Curriculum levels. A current priority is to develop this into setting learning targets at classroom level. This would be particularly beneficial in literacy, where reading and writing targets would improve the quality of differentiation and would enable pupils to understand how



to improve their learning. The school's existing systems for supporting pupils with SEN enables these children to make good progress in meeting the targets on their individual education plans.

108. The quality of teaching is at least satisfactory throughout the school, with a significant proportion of good teaching seen in Years 5 and 6. Teachers' planning is consistent and basic skills are taught effectively. There is good management of pupils' behaviour in all year groups, and the positive relationships between teachers and pupils enhance children's confidence. In the best lessons seen, there was lively interaction between teacher and pupils, a range of strategies to involve all, and a good balance between cooperative and independent work. Teachers convey high expectations and remind pupils of the expected pace of work and outcomes. Pupils respond by working with confidence and enthusiasm.
109. However, in a significant proportion of lessons in Years 1 - 4, teaching and learning would have been improved if pupils had been given the opportunity, from an early stage in a series of lessons, to apply their skills in independent writing. Teachers' planning does not take sufficient account of what higher attaining pupils in their set can do and as a consequence these pupils often find the work undemanding. In Years 1 – 2 teachers tend to plan short tasks that fit within one activity session of approximately 20 minutes, rarely giving pupils the opportunity to extend writing over more than one session. A limited range of teaching strategies is used, with few opportunities for interactive and investigative learning. Where worksheets are used, these frequently limit what pupils can achieve because there are insufficient opportunities for open-ended work that encourage pupils to use their imagination and make choices about how they express their answers.
110. Teachers use information and communication technology effectively to develop pupils' literacy skills. However, opportunities to extend pupils' writing skills in other subjects such as art, music, science, geography and religious education are frequently missed.
111. The effective teaching and consequent achievement of pupils with SEN is a notable strength of the school. Teaching assistants make an invaluable contribution supporting, challenging and motivating these pupils. They provide good teaching of basic literacy and communication skills to individuals and small groups working in the support room. While the work is challenging, they create a pleasant atmosphere so that pupils enjoy coming to work with them. Their lessons are well planned so that new learning is combined with much consolidation of what has been done in previous sessions. They use stimulating resources very effectively to build up pupils' knowledge of letter sounds and commonly used words and to develop their skills in understanding text. They have good questioning skills that encourage pupils to think for themselves.
112. There are satisfactory arrangements for the coordination of the subject. The co-ordinator has developed policies, provided staff training, worked with LEA consultants and manages the budget for the subject. The headteacher and deputy head monitor planning and teaching and the co-ordinator for Years 1 and 2 currently has half of his time allocated to improving standards in these year groups. He has developed a clear plan for the development of teaching and learning.

## **MATHEMATICS**

113. The current standard of work in Year 2 is in line with that expected nationally. In Year 6 the standard is above the national average and a substantial number of pupils are working at the higher Level 5. Pupils' achievement is satisfactory in Years 1 – 4 and good in Years 5 and 6.
114. In Year 2 higher attaining pupils are developing satisfactory understanding of place value and identify the value of digits in two-digit numbers. Pupils improve their understanding of number by solving problems involving money and giving change. They have sound recall of number facts involving addition and subtraction. Pupils measure length using centimetres and compare their findings using appropriate vocabulary. They identify three-dimensional shapes and classify them by the shape of faces, the number of edges and the number of corners. Average attaining pupils use a variety of strategies to help them add and subtract numbers. They find the difference between two numbers by adding on and also rearrange numbers to help them add quickly and accurately. For instance, they add  $8+5+2$  by adding 8 and 2 first of all to make ten

and then add 5. Lower attaining pupils identify the value of digits in a two-digit number by using an abacus and use coins in order to help them give change from 10p. They estimate the length of objects in the classroom and check their answers using centimetre measures. Pupils with SEN achieve very well and make very good progress in their knowledge and understanding. The achievement of the majority of pupils is satisfactory.

115. By the end of Year 6 pupils have good understanding of place value that they use to add, subtract, multiply and divide. Average and higher attaining pupils use their number knowledge well in order solve problems. They have good understanding of fractions, decimals and percentages and the relationship between them. For instance, they know that 20 per cent is a fifth and that they can calculate 20 per cent of 35 by dividing by 5. They use calculators appropriately in order to solve sequential problems such as  $76 - 26 = 27$ . They handle data effectively and present their results well. Pupils with SEN do similar work but at a level where they can understand what they are doing and they achieve very well.
116. The quality of learning is satisfactory in Years 1 and 2 and in Years 3 and 4. In Years 5 and 6 the quality of learning is good. In Year 1 pupils make satisfactory progress in their knowledge and understanding of number. Higher attaining pupils add and subtract numbers involving answers of 20 or less. They find the missing numbers in number sentences such as what needs to be added to 3 in order to make 7. Average attaining pupils are less secure in their number knowledge but add and subtract single-digit numbers with increasing confidence. Below average pupils can count up to ten and use money to help them add single-digit numbers. All pupils in Year 1 are gaining satisfactory knowledge of two-dimensional shapes and how to sort and classify them.
117. In Years 3 and 4 pupils make satisfactory progress in their knowledge and understanding of the four rules of number. Pupils add and subtract numbers using a variety of strategies. For instance, Year 3 pupils use their knowledge of doubling numbers in order to help them add similar numbers such as 61 and 60 by doubling 60 and adding 1. Pupils gain in confidence to use and apply their knowledge and understanding in order to solve problems and also write problems for themselves. Their achievement in other aspects of mathematics is also satisfactory. Pupils make sound progress in their knowledge of shape and space and calculate the perimeter of regular two-dimensional shapes. They make realistic estimates of length and use their knowledge in practical ways. For instance, one Year 4 pupils reasoned, 'I think that Grimsby to London is 250 miles because Newcastle to London is 500 miles and Grimsby is halfway between them.' Pupils also use coordinates to plot shapes in one quadrant.
118. In Years 5 and 6 pupils' achievement is good because teachers have high expectations and set them work that is challenging. As a consequence the rate of learning increases and pupils make good progress in number and other aspects of mathematics. Pupils have good understanding of number and their fluency in recalling number facts helps them see patterns and relationships quickly and easily. For instance, Year 5 pupils make good progress in their understanding of decimals, percentages and fractions. Pupils' presentation is generally good and they use appropriate written methods in order to calculate accurately.
119. Throughout Years 3 – 6 pupils with SEN achieve very well. This is because teachers and teaching assistants use assessment well in order to set them individual targets. Learning activities are provided that are carefully planned to help them reach their targets.
120. Pupils have positive attitudes towards mathematics and work well in lessons. They are eager to answer questions and appreciate the contributions of others. They participate enthusiastically in the mental and oral sessions that begin the lesson. They work well on activities and maintain good levels of concentration. As a consequence they generally complete the tasks that they have been set. Most pupils take the need to learn multiplication tables seriously and have developed good recall of number facts by the time they reach Year 6.
121. The quality of teaching is never less than satisfactory. In four out of ten lessons it is good or better and in two out of ten it is very good. Some good and very good teaching was seen in both key stages. Where teaching is very good the teacher provides challenging activities for all pupils. For instance, in a very good lesson in the Year 3/4 lower set the teacher had planned in great detail, providing clear learning objectives for each part of the lesson. The activities were carefully matched to what pupils needed to learn next and challenged pupils to use and apply

their knowledge of the four rules of number. The teacher placed great emphasis on pupils explaining the strategies they had used to solve problems. As a consequence, all pupils were engrossed, found the challenges intriguing and made very good progress. In a very good Year 2 lesson where pupils had to find odd and even numbers and number patterns the teacher used a variety of activities that included mathematical games to maintain their interest. The practical activities provided many opportunities for pupils to learn with understanding. In a good Year 6 lesson the teacher's clear explanations and good choice of activities helped pupils make good progress in knowledge and understanding of coordinates in four quadrants. The teacher realised that pupils were mastering the ideas quickly and modified the lesson plan in order to maintain the pace of the lesson.

122. Teaching is less effective where teachers do not plan appropriate activities for higher attaining pupils in their sets. As a consequence some pupils in lower ability, average ability and higher ability sets found the work too easy. In some lessons teachers talked for too long and did not give sufficient time for pupils to explain the strategies that they had used. In these lessons teachers ran out of time and were unable to conclude the lesson as planned. Thus important opportunities for assessment of pupils' learning and explaining how the work would develop were lost. Teachers mark pupils' work conscientiously and provide encouraging comments. However, little evaluative marking was seen except in Year 2 where teachers referred to the lesson's learning objectives and what pupils needed to do in order to improve their work.
123. Teachers work very well in partnership with teaching assistants and as a consequence pupils with SEN achieve very well. For example, a Year 2 pupil with a statement of special educational need for learning difficulties worked with the rest of his class and, with support, answered questions about two-dimensional shapes and how many sides or corners they had.
124. The co-ordination of the subject is good and the support provided by the coordinator during the previous school year has resulted in standards improving. Teachers generally use the National Strategy well and lessons are well structured. The curriculum is reasonably balanced between the teaching of number and other aspects of mathematics. Information and communication technology is used appropriately to enhance the study of the subject. Teachers plan sufficient opportunities for pupils to use and apply their mathematical skills and knowledge in other subjects.

## **SCIENCE**

125. The inspection found that standards throughout the school are good. In the national tests in 2002 the attainment of pupils in Year 6 was above the national average and almost two thirds of pupils achieved a standard above the national average. Teachers' assessments of Year 2 pupils' performance in science in 2002 show that standards are broadly in line with the national average but the proportion of pupils gaining level 3 was below average. Inspection findings indicate that Year 2 pupils are attaining a standard appropriate for their age, with the exception of the area of scientific enquiry where attainment is below average.
126. Pupils in Years 1 and 2 achieve well. In Year 1, pupils are developing an understanding of the properties of light and dark. They have investigated light and dark situations, including a visit to a dark cupboard and watching sparklers in the playground. They have learned that other senses help to compensate for loss of vision in the dark. Pupils in Year 2 are developing an understanding of different categories of food. They know how to identify foods as fruit and vegetables, cereals, bread and pasta, meat, fish and dairy foods. They understand which types are 'high energy' foods. They have learned that they need a balanced diet to be healthy.
127. In Years 3 to 6 the achievement of pupils is good. In a Year 4 lesson pupils were learning about friction. They discovered that different surfaces in contact provide differing degrees of friction. They used a force meter to measure the friction of a brick being pulled across a variety of surfaces. They made predictions and tested them using the principles of a fair test. They understand that friction can be useful, such as the action of brake blocks against a bicycle wheel. Year 5 pupils understand that it is possible for solids to become liquids and that liquids can become gases through evaporation. They know that the converse is true and that condensation can turn gases into liquids. They are able to use the correct scientific vocabulary to describe these processes. Year 6 pupils have developed an understanding that scientific ideas and conclusions are based upon evidence. They know and understand the principles of a

fair test, which they used in their experiments to discover what factors help to speed up the process of solids dissolving in water. They make predictions and decisions as to what methods they will use to test them. Pupils know about micro-organisms and they understand that bacteria can cause a number of different effects e.g. tooth decay (detrimental effect) and the production of cheese (beneficial effect.) They record experiments accurately with well drawn graphs and diagrams.

128. Throughout the school, pupils are developing a wide range of scientific skills, knowledge and understanding. This is helped by the fact that the school has chosen to use the advice provided by a nationally published scheme. This has contributed towards a consistency of approach, with clear guidance for non-specialist teachers.
129. Where pupils could do better is in the area of scientific enquiry, where they are encouraged to develop investigative skills. This is particularly true of pupils in the lower part of the school. The other area where improvement is required is in the provision for higher attaining pupils to carry out extension work and for them to be challenged by more demanding tasks.
130. Teaching of science is good overall and never less than satisfactory. Teachers plan well, using the structure provided in the national advice. The planning is carried out co-operatively within year groups although, as yet, there is no systematic monitoring of planning by the subject co-ordinator. Teachers' subject knowledge is adequate to deliver the science curriculum, although further development is required to equip teachers in the area of scientific enquiry. The co-ordinator is aware of this issue and the need to provide appropriate training.
131. Teachers are particularly effective in their management of pupils. In all the lessons observed there was good control, enhanced by good relationships. This results in very good behaviour and excellent co-operation when pupils are working in pairs or small groups.
132. Support staff are used very well. Pupils with SEN are very well supported by teaching assistants. There is good collaboration between teachers and assistants, planning work together to ensure that all pupils can take full advantage of learning activities.
133. Teachers make good use of the assessment opportunities offered by the science scheme, where achievement of individual pupils is judged at the end of each unit of work. However, the day-to-day assessment of pupils' knowledge and understanding is unsatisfactory; it needs further development so teachers can plan their work more effectively to meet the needs of all pupils.
134. Despite the excellent facilities available in the computer room, the opportunities for pupils to use computers for independent scientific enquiry are rare within the science lesson. There are some computer programs and encyclopaedias available, but access to them is limited by the availability of the ICT suite or the laptop computers.
135. Science lessons have a positive impact upon pupils' personal development. The opportunities for pupils to think creatively, test their ideas and make discoveries enhance their spiritual development. Where pupils carry out tasks in pairs and groups, there is good social development in evidence, as pupils demonstrate co-operation, sharing of ideas and resources.
136. Science makes an effective contribution to the development of pupils' literacy and numeracy. Pupils are developing precise observational skills and good writing and reporting skills. There is very good promotion of speaking and listening skills, with an emphasis on the use of correct scientific vocabulary. Pupils apply good mathematical skills, measuring and recording their findings, as in the lesson when pupils were using a force meter to measure friction.
137. Science is managed enthusiastically by the subject co-ordinator, who has held the post for only a year. During this time she has successfully written and implemented a new policy. She has a clear vision for raising standards; she has carefully analysed the results of tests in order to identify areas needing improvement. These include better application of the scientific enquiry aspect of national curriculum and more effective use of information and communication technology. She has successfully introduced guidelines based upon nationally produced materials. She offers advice and support to her colleagues, though as yet, has had limited opportunity to carry out monitoring of teaching and learning in lessons. Resources for science

are good. The co-ordinator has ensured that there are materials and equipment of good quality available for all areas of the science curriculum. She uses the allocated budget for science effectively and ensures that teachers have good access to resources.

## **ART AND DESIGN**

138. Throughout the school standards of attainment are in line with the national average. Pupils are taught to use colour, line, form and texture and to observe carefully and to use their imagination.
139. In classes in Years 1 and 2 pupils' achievement is satisfactory and sometimes good. Pupils in Year 1 develop their observational skills when drawing their friends and themselves. They imaginatively use a computer program to draw their friends, showing understanding of shape and form, colour and line. Pupils in Year 2 achieve good standards when using oil pastels to represent shade, texture and pattern in the vases and flowers they are drawing. Pupils have designed and made their own puppets using materials and confidently use a computer program to create bonfire pictures.
140. In Years 3 to 6 pupils' achievement is good overall. In Years 3 and 4 pupils create drawings that show an awareness of light and shade as a result of studying work by Van Gogh and photographs they have taken with a digital camera. In Year 5 pupils make observational drawings of shoes and experiment with pastels in order to create different effects. In Year 6 pupils make drawings to record shapes they made with their bodies. They discuss their work and plan how they might develop and improve it.
141. Art is linked effectively with other subjects and this is shown in the range of pupils' work around the school. Pupils are also given the opportunity to study the work of famous artists and produce work in a variety of styles. Year 5 pupils create pictures of fruit in the style of Andy Warhol that show careful mixing of colours to achieve good use of shade and tone. They also make observational drawings of Jewish religious artefacts that show careful attention to pattern. Inspired by their study of Greek pottery, pupils in Year 6 use oil pastels well to depict intricate patterns and pictures of stories from Greek mythology. Year 6 pupils also work collaboratively to make a collage inspired by Bruegel's 'Playground Games'. There is less evidence of work involving three-dimensional modelling using a variety of materials and processes.
142. Pupils have positive attitudes towards art and enjoy lessons. They listen attentively and concentrate on the tasks showing care for their work and the work of others. Older children show confidence when evaluating each other's work.
143. In the lessons observed, the quality of teaching was good overall and never less than satisfactory. Where teaching is good, teachers clearly explained the objectives and the techniques to be developed but gave pupils the opportunity to experiment with their own ideas. Where teaching is less effective, teachers spent too long on the introduction and the demonstration of skills. The pace of the lesson slows and pupils become restless because they want to try things for themselves. Teachers manage the practical sessions well, moving around the classroom and providing appropriate support and encouragement. They have established good classroom routines and as a consequence pupils work well and handle equipment sensibly and responsibly. Teachers and teaching assistants work well together to support pupils with special educational needs and they achieve very well. All pupils are encouraged to take a full part in lessons. For instance, a boy with a physical disability volunteered to leave his wheelchair to demonstrate body shapes.
144. The subject is beginning to be managed well by the newly appointed co-ordinator. She has a vision for the development of art. She is establishing an overview of the curriculum through her monitoring of teachers' planning. She now needs to ensure that the policy includes the curriculum for the reception classes and to produce an action plan for the development of the subject.

## **DESIGN AND TECHNOLOGY**

145. Standards in design and technology at both key stages meet national expectations and the subject is well taught and pupils achieve well. The use of a national scheme ensures breadth

and the development of specific design and technology skills but little attention is paid to linking the design and technology units to other subjects. Adequate time is allocated for the subject.

146. By the end of Year 2 pupils are able to use appropriate skills and tools to join materials in a unit on making puppets. They work productively, applying real effort to make a quality product. They are able to recognise what they have done well and what they could improve. A good approach to learning is established in Year 1 where pupils produce toys with moving parts based on nursery rhymes. The mechanism for sliding parts is understood and used by pupils. They are able to use planning sheets and to provide simple but accurate evaluations of their work.
147. By the end of Year 6, pupils produce high quality work in a unit on designing a shelter. They are creative, generating their own ideas for the function as well as the design, for example, creating a bus shelter, a tepee, a tree house and an animal hutch. Pupils use a wide range of materials and their efforts are sustained over several lessons. Some very good work was seen in Year 5. Pupils generate imaginative ideas on a project on moving toys. In pairs pupils create toys such as a footballer moving in goal, an air balloon over a cityscape, a spider moving over its web or a car knocking over a wall. They are able to use materials and tools with some accuracy and their achievement is enhanced by the fact that their skills have been built up over time; they have had previous experience, for example, of working with gears. These pupils are concerned with the appearance of their toy and are capable of reflecting on their design as it develops and seeking improvement. In a mixed Year 3/ 4 lesson, pupils engaged enthusiastically in discussion and then produced appropriate designs for their own lights and could explain how their design is related to the function. They respond well to the opportunity to evaluate their own and others' designs at the end of the lesson.
148. Pupils' attitudes are good. They enjoy lessons and work enthusiastically. They listen attentively, follow instructions and are then able to co-operate and to sustain concentration. Pupils take a pride in their work. They behave well and act responsibly with due regard to safety rules, for example, in the sawing activity and use of the glue gun in the Year 5 lesson.
149. The quality of teaching in the lessons observed is good. Lessons are well structured and effective resources engage pupils' attention and promote good learning. This is exemplified by the variety of lights - an angle lamp, a torch, a globe, a model house, disco lights, a doctor's light - collected by a teacher to stimulate a discussion about the design of lights. Teachers model techniques, for example, a teacher demonstrated in detail how to assemble a cam mechanism in a Year 5 lesson, whilst a Year 2 teacher showed how to use small stitching to produce good quality results in the unit on making puppets. Teachers' expectations are high and pupils are reminded of the need to improve and modify their work and to seek high quality in their design and making skills. In the best lessons, pupils are allowed to be creative and generate their own ideas rather than being restricted by the use of templates. Teaching assistants ensure that children with SEN make good progress. In the Year 2 lesson on making puppets, for example, the teacher planned a parallel task at an appropriate level for the pupil with a statement.
150. Design and technology is well co-ordinated and managed. Although the co-ordinator is relatively new to the subject, she has a professional development programme organised and is aware of the need to develop her monitoring role.

## **GEOGRAPHY**

151. Overall standards attained at the end of Year 2 and Year 6 are above those expected nationally. Pupils' achievement is good. They develop good mapping skills and they make good progress in their knowledge and understanding of places, the use of appropriate vocabulary and the effect that human beings have on the environment.
152. By the end of Year 2 pupils can recognise a variety of human and natural features of their environment and describe them correctly. In a Year 2 class the pupils read a well-known story about a fictional Scottish island. The teacher made a large model of the island around which pupils discussed its features. They then drew symbols to indicate buildings and other features of the island. In another class pupils learnt and talked about their own addresses and located them on a street map of the area.

153. By Year 6 the majority of pupils use maps confidently and can locate or investigate features using four figure co-ordinates. In one lesson pupils used an Ordnance Survey map to locate the course of rivers and to compare and measure the length of a meander with the length of a canalised section of the waterway. In another lesson pupils systematically used a globe and atlases to find various countries at the start of their project about India.
154. Pupils are interested in geography and in the majority of lessons they work hard at their tasks and concentrate for all of the time. They readily answer questions and suggest solutions to problems. Year 3 and 4 pupils enthusiastically designed a village on an outline map after first trying out their ideas on rough paper. Pupils in another mixed Year 3/4 class discussed how to improve the school environment. Overall they employ a good range of geographical skills and strategies to complete their tasks. Pupils also work well together and collaborate over many aspects of their work.
155. The quality of teaching is good and promotes effective learning. Teachers use nationally supplied plans to ensure the correct coverage of the National Curriculum. They adapt them to suit the particular circumstances of their school and pupils. Lessons are well prepared and planned, with good use of teaching resources. Geography teaching is normally of higher quality when tasks include an element of problem solving or discussion between pupils. More open-ended tasks such as designing a village enable pupils of all abilities to do their best. Teaching is less effective when there is over-direction by the teacher or when pupils are given too much time to complete a task. The geography co-ordinator has clear ideas for the development of the subject and undertakes her responsibilities enthusiastically. However, she has little or no opportunity to view teaching in other classes and there is no systematic scrutiny of pupils' work in geography across the school. Standards for assessment are left to individual teachers, with little reference to national levels.
156. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Lessons also provide opportunities for pupils to practice their literacy skills. However, these activities are not as effective as they might be as they are not closely related to the work that pupils are undertaking in literacy lessons. The opportunities that the subject provides for data handling, measurement, ratio and scale make a positive contribution to pupils' mathematical skills and understanding.
157. Resources for geography teaching are well organised and are about adequate. Pupils are able to use real Ordnance Survey maps which greatly add to the enjoyment and motivation of their work. Atlases and other texts often have to be shared. This can result in good collaborative learning but there are occasions when individual copies would be of more benefit to pupils.

## **HISTORY**

158. Throughout the school, standards in history are similar to those expected nationally. Pupils' achievement is good and they acquire good knowledge and understanding of the periods of history that they study.
159. Pupils in Year 2 are beginning to distinguish between past and present and talk about toys old and new, and about how visiting the seaside in the past is different from their experience. They know that different events happen in different periods of time and are beginning to develop an understanding of the sequence of historical events. Pupils effectively communicate their findings through a range of media such as art - work, stories, diaries, dance and drama.
160. In Year 6 pupils demonstrate their understanding of aspects of the lives of the Ancient Greeks through their talk and written work. They systematically extract information from books and other text about times in the past. Pupils make critical comparisons with present day society and discuss moral issues arising from their findings. In Year 5 pupils gain a good understanding of Victorian schools by carefully examining photographs from the period.
161. Often pupils are enthusiastic about history and can recall many of the things they have done and learnt. They respond well to questions and readily make comparisons between events today, and events in the past. In Year 6 pupils compared events at the ancient Olympic games with events in the modern Olympics. The same class had carefully and thoughtfully decorated paper plates in the style of ancient Greek pottery. Year 5 pupils had the opportunity to extend

their understanding of Victorian childhood by visiting a Victorian classroom and being treated as Victorian school children for a whole day. The story of the Fire of London inflamed Year 2 pupils to use some of the ideas from the story in a dance routine.

162. Overall history teaching is good across the school. Teachers plan their lessons well and use a range of methods to help make history more interesting. They provide opportunities to write in a range of styles, to illustrate scenes from the past, and to use dance and drama. There is a good programme of educational visits to museums and houses of historical interest. These visits help bring history to life. In a very few instances teaching is only satisfactory because of the over reliance on work sheets and the lack of interesting detail which enables pupils to better understand their lessons.
163. The good behaviour and positive attitudes of the pupils greatly contribute to the sustained involvement in their lessons and enable teachers to plan more interesting approaches to history. Pupils listen well and willingly answer questions, and they will provide more extended answers if required.
164. The coordinator who has held this responsibility since Easter enthusiastically leads the subject. She has clear ideas for the development of the subject but has not yet had the opportunity to observe lessons and there is no systematic scrutiny of pupils' work in history. Standards for assessment are left to individual teachers, with little reference to national levels.
165. History teaching is reinforced around the school by high quality displays of pupils' work, artefacts and information. Some of these displays are further enhanced by questions and quizzes for pupils to answer. History makes a positive contribution to the development of pupils' literacy and mathematical understanding. However, teachers do not link writing activities to the skills that are being developed in literacy lessons and as a result opportunities for improving pupils' writing are missed. Resources are at least adequate but there are insufficient historical objects for pupils to handle and interpret. The school is considering addressing this problem by developing its own small museum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

166. Standards of attainment are above average in Years 1 and 2 and in Years 3 to 6. Pupils' achievement is good in learning the skills of ICT and using them to assist learning in other subjects such as English, mathematics, science, art, history, geography and design and technology. In Year 1 pupils show good keyboard skills when using the computer for writing their work. They can use the computer to collect simple data about which vegetables their friends like and to produce a pictogram of the results. In Year 2 most pupils can use an art program to paint a bonfire scene, using the mouse competently to draw and to select and position shapes or colours. They also use the computer to collect data from surveys around the class and to illustrate their results in a range of ways, including bar charts and pie charts. They can save their work into a folder and retrieve it later.
167. Pupils in Years 3 and 4 can create very interesting patterns by selecting an image from a computer file then, using a complex series of commands, they position it, change its size, colour and orientation and reproduce it several times in a regular sequence. Lower attaining Year 3 pupils can use the computer to write their own work, correct their spelling and sort words into alphabetical order. This makes a very good contribution to their achievement in English. Other Year 3 pupils can produce a newspaper page in columns, combining pictures with text and using a variety of letter sizes and shapes. Year 4 pupils extend their understanding of light in art by using a digital camera to compose interesting pictures that show highlights and reflections. Pupils in Year 5 can very competently use design and painting programmes simultaneously in order to create a computer chess game. They can also use a science programme to make important choices in an investigation on the materials found in a kitchen. By the end of Year 6 pupils can design their own page for an Internet web site. They can use ICT to research such topics as the history of medicine or the characteristics of rivers and create their own multi-media presentations combining text and pictures. They use spreadsheets to collate data, perform calculations on it and draw graphs to show their results. Pupils with SEN can use portable computers to help them produce writing that would not otherwise be possible, for example two Year 6 pupils with physical difficulties were able to produce fluent, extended and interesting accounts of their interests.



168. The quality of teaching and learning is consistently good throughout the school. All of the teachers observed have sufficient subject knowledge to enable them to teach new skills confidently. Lessons are planned effectively to build new skills onto previous learning and to give the pupils plenty of opportunity to practise and consolidate them. The new skills are taught through interesting activities that mostly relate closely to learning in other subjects. The lessons are carried out in ICT rooms that are very well resourced with desktop and portable computers, often allowing pupils to work individually with a computer for a sustained period of time. Teachers make good use of a large whiteboard linked electronically to their own computer in order to demonstrate new techniques very clearly to the class. Because activities are interesting, instructions are clear and there is plenty of practical work, pupils are enthusiastic about ICT and they put a lot of effort into their tasks. While they are working, they receive good support from the teacher and, often, from a computer technician or support assistants who are also confident with the subject. In some lessons, teachers give pupils good opportunities for individual work with new techniques, such as when Year 3 and 4 pupils experimented with their pattern-making commands and produced some very imaginative results. A very good example of independence in learning was seen in a Year 5 lesson on designing chessboards when a group of pupils used the teacher's instructions for a particular procedure to carry out a different one more efficiently. A good feature of the planning for these pupils is that the next task is to design their own game, which will give them even more opportunity for independent learning.
169. A coordinator provides very good leadership for the subject. He was released from half of his teaching commitment last year to establish two new computer rooms and to plan a programme of activities that covers all of the required aspects of the National Curriculum. At the same time he worked with teachers and support staff to develop their skills in teaching ICT. The consistency of good teaching throughout the school and the high standards being attained by the pupils indicate that the school has gained value for money from this allocation of time. In order that the coordinator can continue to support the teaching and learning of ICT, the school has taken the sensible step of appointing a part-time technician. Again the school is obtaining value for money from this decision because she saves a considerable amount of teaching time by ensuring that both computer rooms are ready for immediate use and any problems with machines or programmes are quickly solved. When not dealing with technical matters, she provides very good support for pupils working on the computers during their lessons.

## **MUSIC**

170. Four lessons were observed during the inspection. In addition there were several occasions when singing and music making were going on in assemblies, singing practice, instrumental tuition and extra-curricular clubs. There was an interview with the music co-ordinators and a scrutiny of music resources was carried out.
171. Standards throughout the school are above average for the subject and pupils achieve well. All pupils are fully included in music activities and those with SEN make very good progress.
172. A strong emphasis is placed on singing, with weekly practices. Pupils sing well and those in Year 1 and 2 are quick to learn new songs. They use tuned and untuned percussion instruments effectively; they enjoy composing in groups, rehearsing and performing to the whole class. In a Year 1 class, pupils made interesting and effective use of vocal sounds, with fireworks as the theme. In a Year 5 class, pupils produced some very good compositions using rhythm patterns. They understand that sounds can be made in combination and used expressively. Pupils know how to use a pentatonic scale, with which they create and perform some excellent compositions. They work well in co-operation with other pupils. In a Year 6 lesson pupils worked very well in pairs to construct a lyric to match a tune. They have a good understanding that lyrics can express a range of moods. Throughout the school pupils are encouraged to listen to and appraise a variety of music and all pupils are provided with very good opportunities to compose and perform.
173. The teaching of music is good and some vibrant and inspirational teaching was observed. As a consequence the quality of pupils' learning is good. Teachers plan effectively, based upon published advice which is particularly useful for non-specialist teachers. Teachers have adequate subject knowledge and the subject co-ordinators have plans for developing the

knowledge and skills of non-specialist teachers. Teachers manage pupils particularly well and relationships are very positive. This is reflected by very good behaviour and attitudes to work.

174. Despite the fact that both subject co-ordinators are working in Year 1 classes, they manage the music curriculum well. They are very keen and enthusiastic and have worked hard to make music a key aspect of the life of the school. They do not have the opportunity to carry out formal monitoring of teaching, although they do act effectively as advisers for colleagues and they offer support where it is requested.
175. Music extends beyond the normal day and the school boasts two well supported choirs for the younger and older children, both meeting in the lunch break. There is a very good recorder ensemble which meets after school. Many pupils take part in string and keyboard instrumental tuition, which is offered to all pupils, subject to parents paying a tuition fee. As yet, the instrumentalists do not have the opportunity to take part in ensemble or orchestral music.
176. Resources for music are good. The co-ordinators have spent wisely and the school has an impressive range of tuned and untuned percussion, keyboards and a growing assortment of instruments which reflect different cultures.

## **PHYSICAL EDUCATION**

177. In Years 1 and 2, pupils' achievement in gymnastics and games is satisfactory and standards are in line with national expectations for their age. In dance, their achievement is good and they are attaining above average standards. In Years 3 to 6, pupils' attainment is in line with expectations overall in dance, gymnastics and games. Most pupils achieve well in planning and evaluating their work, but they could be achieving more in the quality of their performance.
178. Dance is a particular strength in Years 1 and 2. Year 1 pupils can perform good movement on the theme of caterpillars and butterflies, matching fluency, twists and curls to the flow of an appropriate piece of music. They work well in pairs to produce a small scene involving a butterfly and a person, each showing a good awareness of their own movement in relation to their partner's. Year 2 pupils produce good dance in connection with their work in history on the Fire of London, combining the high, swirling movement of smoke with the darting and bursting of flames. In groups, they cooperate well to provide a very dramatic performance of the fire surprising the sleeping occupants in a bakery. In gymnastics, Year 2 pupils show appropriate control and coordination when practising sequences of movements and balances in the manner of wooden toys. In games, Year 1 pupils can perform well as part of a team in relay races and they show satisfactory skills in passing large balls from hand to hand.
179. In Years 3 to 6, pupils show good skills in planning very challenging sequences of movements and balances. In Years 3 and 4, for example, they work well in groups to devise very interesting and well-synchronised sequences of rolls, steps, turns and jumps. In Year 6, they collaborate well with partners to produce very intricate sequences of steps, jumps, landings and rolls that use most of the apparatus and space in the hall. Pupils' achievement is good in terms of the thinking skills required to design these sequences, but there is room for improvement in the control of the movements and balances within them. When asked to evaluate each other's work, some pupils can make relevant comments. In dance, Year 5 pupils can move rhythmically in the style of very large animals when responding to a drumbeat, but the quality of their performance declines when the stimulus is a story being read out loud. When games lessons are taught in the classroom, Year 6 pupils show a good understanding of the range of warm-up exercises required before an activity and they can design their own programme. Year 4 pupils understand the need for rules and can design a poster to illustrate the main rules of netball.
180. Pupils with SEN take a full part in all physical education lessons and achieve very good standards in relation to their capabilities. Younger pupils with significant learning difficulties achieve well in dance lessons when their support assistants help them to understand what is required. Older pupils with physical disabilities work alongside the rest of the class and carry out their planned programme of exercises as one of the group activities. In a lesson about warm-up activities, one of these pupils volunteered to demonstrate some of his special stretching exercises.

181. The quality of teaching and learning throughout the school is good overall. A particular strength is the way that teachers enthuse the pupils and encourage good attitudes to all aspects of physical education. In dance for example, teachers relate the themes to interesting work in other subjects and introduce them to the pupils in a way that captures their imagination. They support this by choosing suitable music, with the result that pupils become totally immersed in their performance and the good quality of their movement reflects this. In gymnastics, teachers set the pupils demanding challenges when planning sequences and the pupils become thoroughly involved in discussing the best solutions with their partners. Teachers give the pupils sufficient time for this planning and they use it well for worthwhile discussion. This promotes the development of very good team cooperation skills. Too much time, however, is given to evaluation, especially when every group in turn performs their work for others to judge. More time needs to be given to improving performance through practice and refinement, supported by the teacher's guidance. Teachers demonstrated that they have the subject knowledge to provide this guidance in the way that they can accurately identify performance that needs to be improved or that can be used as an example to others. Apart from too much evaluation in some lessons, teaching is lively, brisk and encourages plenty of physical exercise. When outdoor games lessons are abandoned because of wet weather, teachers make very good use of the time to teach the rules of games and how to plan warm-up programmes.
182. Leadership of the subject is effective. Detailed guidelines for planning are being provided for all teachers and a clear schedule for the whole school shows which activities from the National Curriculum programme are to be taught in which term. Sufficient time is allocated to the subject each week to enable the pupils to attain good standards in each of these activities. Two coordinators working in partnership provide support to colleagues as required, but they do not have the scheduled time for monitoring and development work that is needed for further improvement of the subject. An excellent programme of extra-curricular activities enhances the PE curriculum. During the inspection week, for example, there were after-school clubs for netball, dance, badminton and football, including an inter-school match. The quality of coaching by the teachers was very good and the clubs were very well attended. A good partnership with the neighbouring secondary school, which has Specialist Sports College status, provides useful additional training opportunities for the coordinators.