

# INSPECTION REPORT

## **ENFIELD (NEW WALTHAM) PRIMARY SCHOOL**

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117758

Acting headteacher: Liz Coulam

Lead inspector: Phil Cole

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> October 2003

Inspection number: 256070

Inspection carried out under section 10 of the School Inspections Act 1996

Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	143
School address:	Enfield Avenue New Waltham Grimsby
Postcode:	DN36 4RB
Telephone number:	01472 321434
Fax number:	01472 321434
Appropriate authority:	Governing body
Name of chair of governors:	Mrs E Chadwick
Date of previous inspection:	15 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Enfield Primary is a small school that serves a residential suburb of Grimsby. For a number of years there have been housing development projects in the area and this has caused the school population to grow steadily. About half of the children who were tested in Year 6 in 2003 came into the school after they were tested in Year 2 in other schools. Pupils come from mainly more advantaged backgrounds than usual, although their attainment when they first join the school in the reception year has remained in line with the national average for several years. Pupils come from white British backgrounds and all speak English as their family language. The level of special educational needs in school mirrors both local and national averages and includes autism, epilepsy and learning difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2616	Mr P H Cole	Lead inspector	Mathematics, information and communication technology, religious education and the Foundation Stage.
9224	Mr M Vineall	Lay inspector	
32283	Mr D Goodchild	Team inspector	Science, design and technology, history and physical education.
23319	Mr V Leary	Team inspector	English, art and design, geography, music, special educational needs and English as an additional language.

The inspection contractor was:

peakschoolhaus Ltd  
BPS Business Centre  
Brake Lane  
Boughton  
Nottinghamshire  
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES ONE AND TWO</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Enfield provides a **sound** education for its pupils. They mostly achieve appropriate standards and are taught satisfactorily. Leadership and management are currently satisfactory and they are improving following a period of uncertainty resulting from the previous headteacher's prolonged illness. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils with special educational needs are well provided for and make good progress, but more able pupils should sometimes be challenged to do better.
- Teaching in the reception class is good and as a result children make good progress and achieve well.
- Pupils achieve well in English and in art but are not achieving well enough in information and communication technology (ICT) or religious education.
- This is a very caring school that successfully encourages good behaviour, positive attitudes and good relationships.
- Teachers are not yet making sufficient use of what they know about pupils' strengths and weaknesses to ensure that all pupils achieve consistently as well as they should.
- The school's curriculum is enriched through good quality after-school clubs and visits but problems with the accommodation can sometimes detract from learning.
- Although a good start is being made, the senior staff and governors could do more to find out what the school does well and what could be improved in order to make it more effective.

Because of the previous headteacher's illness and resulting absences from school, insufficient progress has been made in tackling issues from the last inspection. Attendance is now checked effectively and homework contributes satisfactorily to learning. Recently, appropriate measures have been taken to record the progress that pupils make but too little has been done to help them understand what they can do to improve. Governors have begun to look more closely at the impact of their spending decisions. Not enough has been done to further improve teaching and learning and standards have remained similar to those found in the last inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	E	A	A*
Mathematics	C	E	B	A
Science	A	E	C	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, pupils are achieving satisfactorily.** The Year 6 results in 2003 showed very good progress, particularly in English where they were in the top five per cent nationally for improvement from Year 2, when the pupils' results were disappointing. Children in reception are already making good progress towards achieving the goals they are expected to reach by the end of their reception year. Pupils in Years 1 to 6 achieve appropriately in reading and writing (where results and achievement have risen noticeably) and in science. Most pupils achieve appropriately in mathematics but higher attaining pupils could do better. Standards and achievement are not high enough in ICT by both Years 2 and 6 nor are they in religious education by Year 6. Across the school standards and achievement in art are good.

## QUALITY OF EDUCATION

The school provides a **satisfactory** education for its pupils. **Teaching is satisfactory overall** and enables pupils to make sound progress in almost all subjects. Children in reception are taught well; they have settled quickly into school and are making good progress in all areas of learning. The emphasis the school has placed on writing has been successful in improving pupils' skills. Teachers manage pupils' behaviour well and ensure they are productive in lessons. They make good use of support assistants and this enables pupils with special needs to take a full part in lessons and to achieve well. Teachers are less successful in using the information that they have gathered on pupils' strengths and weaknesses to improve learning and this sometimes results in more able pupils not being pushed sufficiently; this is most evident in mathematics lessons. Techniques are well taught in art and this leads to good standards being achieved. Pupils are not taught all the aspects of ICT and this limits their achievement. Teaching in the open ICT suite is made difficult by the noise from adjoining areas. Many pupils benefit from the well-led and worthwhile after-school clubs.

Children are very well cared for and made to feel secure and happy in school; strong links with parents further support pupils' learning.

## LEADERSHIP AND MANAGEMENT

**These are satisfactory.** The acting headteacher and the governing body are working well to bring about improvements following a significant time when the effectiveness of leadership and management in the school was reduced because of the absences and uncertainties resulting from the protracted ill health of the previous headteacher.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parent and pupils are happy with the school and raised no significant concerns, other than the impact the lack of teaching space made on the progress of pupils who had been taught in the hall. They feel this issue has now been tackled effectively.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Make sure the needs of the more able pupils in each class are met in all lessons, particularly mathematics.
- Use the good quality information that is being collected on how well pupils are learning in order to ensure that the work planned for them is always well matched to their needs and tackles weaknesses that groups of pupils may have.
- Build on the start that has been made in using data from tests and other tools such as observation of lessons to judge how well the school is performing and to identify where it can do better.
- Teach ICT regularly and consistently in all classes and cover more effectively the curriculum for this subject and the curriculum for religious education.
- Over time, look for ways to further improve the accommodation so that it supports learning more effectively, including a separate outdoor play area for children in reception and by excluding from the ICT suite distracting noises.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement overall is satisfactory in Years 1 to 6. In English, standards are above expectations and in mathematics and science they are comfortably in line. Pupils with special educational needs achieve well but more able pupils could sometimes achieve better. This is most evident in mathematics where achievement is not high enough, but is also seen sometimes in English and science and other subjects such as history. Children in reception make good progress and are achieving well across all areas of learning. Both standards and achievement are not high enough in ICT. Year 6 pupils are not achieving well enough in religious education. Standards and achievement are satisfactory in all other subjects except art where pupils across the school achieve well.

#### **Main strengths and weaknesses**

- The good progress and achievement of children in reception.
- Higher attaining pupils in mathematics could do better.
- Pupils with special educational needs achieve well.
- Standards are below expectations and achievement is too low in ICT.
- Improvements in standards in writing have driven English results up in 2003.
- Pupils have poor knowledge and understanding in religious education.

#### **Commentary**

##### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	14.9 (15.8)	15.7 (15.8)
Writing	13.7 (12.9)	14.6 (14.4)
Mathematics	17.0 (16.3)	16.3 (16.5)

*There were 20 pupils in the year group. Figures in brackets are for the previous year.*

##### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	29.9 (25.1)	26.8 (27.0)
Mathematics	27.6 (25.1)	26.8 (26.7)
Science	29.1 (26.8)	28.6 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

1 Results have shown quite wide fluctuation from year to year. This to an extent reflects the relatively small numbers of pupils being tested in previous years, but more so the profile of each group in terms of proportions of pupils with special educational needs and the movement of pupils into the school, particularly between Years 3 to 6. The school was given an achievement award for the improvements in its results in the years prior to 2002. These showed steady improvement, at a faster rate than nationally from a starting point that was below average. The 2002 results in Year 6 were poor in comparison with the previous year but a high proportion of pupils had special educational needs and about half of the pupils had joined after being tested in Year 2. The 2003 results reflected a group with far fewer special needs. The noticeable differences in the performance

of boys and girls in previous years were not evident in the 2003 results nor during the inspection. The Year 2 results in 2003 were below the national average for both reading and writing but given pupils' starting points, that were below average in language development, they were satisfactory and showed improvement in writing, reflecting the school's focus on this aspect of English.

2 Children in reception make good progress. They have come into school with attainment in line with national averages and finished the year noticeably above. The children currently in reception have been successfully helped to settle quickly and are making good progress and achieving well in all the areas of learning. This reflects well thought out provision and carefully delivered teaching that maximise learning opportunities.

3 Across the school pupils have speaking, listening and reading skills that are above expectations and the recent concentration in the school on developing writing has brought noticeable improvements in this aspect of English. Pupils are able to make effective use of their language skills in other subjects, when they are given the opportunity. Many lower attaining and average attaining pupils are achieving well, but higher attaining pupils are not always given enough opportunity to show what they can do and they do not achieve as well as they should.

4 In mathematics, most pupils in Years 1 to 6 are achieving in line with the expectations for their ages; however, much of the work given to higher attaining pupils does not challenge them sufficiently and they are not achieving as well as they could and this makes achievement unsatisfactory overall. Standards in science are in line with expectations and pupils achieve satisfactorily now that they are given sufficient opportunities to develop their practical skills in the subject.

5 Standards in ICT are below expectations in all aspects other than using computers to communicate information and for researching topics on the Internet. In some classes too little time is spent teaching ICT skills and across the school there are gaps in what is taught to pupils, especially in how computers can be used to monitor events such as outside temperatures and to control devices. This limits pupils' achievement, which is unsatisfactory.

6 By Year 6, pupils' poor knowledge and understanding of the features of major world faiths result in their achievement being well below expectations. Standards in art and design are above national expectations and pupils are achieving well. In art, all pupils across the ability range are encouraged to improve their skills by teachers who are confident in developing techniques and skills. Standards in other subjects where they have been judged are in line with expectations and pupils are achieving satisfactorily.

7 Pupils with special educational needs achieve well because they are given effective support by knowledgeable and skilful support assistants and their work is carefully matched to their needs.

### **Pupils' attitudes, values and other personal qualities**

These are strong aspects of the school's life. Attendance is good and pupils are prompt to lessons. Pupils are positive about school, behave well and enjoy positive relationships with each other and adults in the school. Their spiritual, moral, social and cultural development is satisfactory.

### **Main strengths and weaknesses**

- Pupils behave well in class and around school.
- Pupils and adults get on well with each other.
- Attendance is above the national average and pupils like school.
- Pupils' appreciation of different cultural traditions in Britain is underdeveloped.

## Commentary

### Attendance

#### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

9 Pupils enjoy school, the school follows up absences promptly and parents are keen to ensure their children come to school. As a result, attendance is good. Little if any time is lost because pupils are late coming into lessons

### Exclusions

#### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Any other ethnic group

#### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
135	1	0
0	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

10 Pupils listen well in almost all lessons and are quick to do what teachers ask. They move around school quietly and play sensibly together during break times. The school is calm and there is a purposeful atmosphere that is supportive of learning, reflecting the caring and considerate approach of adults. Adults set good examples through the understanding and supportive way they interact with each other and with pupils. Pupils respond positively to this and demonstrate good relationships, caring attitudes towards others and appropriate understanding of right and wrong.

11 Pupils willingly take on responsibility, for example setting the hall up for assemblies, assisting with the tuck shop or helping adults and reception children clear away play equipment at the end of the infant afternoon breaks. The recently established school council is managed by pupils and their involvement as representatives is helping them to develop their sense of community, realistic and responsible attitudes and a sense of belonging. Discussions with pupils reveal that they like most aspects of school life but would like to have better toilets.

12 The school's curriculum is enhanced by visits to places of interest and residential experiences and is effectively developing pupils' understanding of their own culture but is less successful in helping them to appreciate the traditions and customs of the different ethnic groups in Britain today; for example, many pupils do not know the names of the religious faiths members of these groups belong to or the events they celebrate.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school's provision is satisfactory, overall. Children in reception receive a good quality education where both teaching and learning are good and opportunities for learning are well planned. Teaching and learning and the curriculum for pupils in Year 1 to 6 are satisfactory but more effective use could be made of assessment to help pupils improve.

## Teaching and learning

Both teaching and learning are satisfactory overall. Assessment is unsatisfactory.

### Main strengths and weaknesses

- Children in reception are taught well. They make good progress.
- Teaching in Years 1 to 6 is sound and most pupils learn satisfactorily although higher attaining pupils could be helped to achieve better, particularly in mathematics.
- Teachers record effectively what pupils have learnt but in Years 1 to 6 do not yet make sufficient use of this information.
- The school supports and deploys support assistance very effectively to help pupils, especially those with special educational needs.

### Commentary

#### **Summary of teaching observed during the inspection in 24 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	8	12	2	0	0

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

13 The good teaching in reception classes results from effective team planning of what will be taught and how. The nursery nurses and teachers working with reception children share responsibility for the teaching and learning and all have a good understanding of the Foundation Stage curriculum. They plan, and provide in practice, a good balance between short adult-directed sessions and good quality play activities for the areas of learning that support the key learning objectives identified for each week. Routines and expectations are consistently reinforced and the children have quickly settled into purposeful working. Adults in the reception area regularly assess children against the steps towards the learning goals and use this information to plan what they will teach next. Skilful interaction with pupils, while leading group work or supporting play, successfully helps pupils to achieve what has been planned for them.

14 Teachers across Years 1 to 6 manage pupils' behaviour effectively, keeping them on task and working purposefully. They mostly enjoy positive relationships that help pupils to feel positive about learning. In most lessons teachers work purposefully towards the learning objectives they have identified but some are better in helping pupils to understand what they should be working towards and when this happened learning was seen to be more effective.

15 In the better lessons teachers maintain a lively pace that keeps pupils' involvement high and ensures that pupils work productively. In a number of lessons there was less urgency and more could have been achieved. This is most noticeable in lessons seen in the afternoons when almost the whole of the session is used for one subject such as science or history.

16 Evidence from pupils' completed work and from some lessons shows that too often teachers are not providing higher attaining pupils with sufficiently challenging work that would help them to achieve more than they do. This was most often the case in mathematics, but was also seen in some English and science lessons and in the work given to Year 2 pupils in history.

17 Support assistants make a strong contribution to pupils' learning. They are skilful and knowledgeable and have had training to help them develop the understanding and skills that enable them to support pupils with special educational needs very effectively. Their time is used well and their support leads to pupils with special educational needs making good progress towards their

particular learning goals and to be as fully involved in the work of the rest of the class as is appropriate.

18 Teachers mark pupils' work regularly but most of the marking is superficial and does little to help pupils understand what they can do to make their work better. In English there is some more useful marking that identifies what individual pupils can do to improve their writing and this has helped in the process of raising standards and achievement. Teachers have used information from assessments to identify weaknesses in writing, to modify what is taught and to provide targets for pupils to work towards, and although targets have not been consistently used they have helped pupils to make their work better. Targets have not been used in other aspects of English or other subjects. Little use has been made of other assessment information to fine tune pupils' learning. As a result of weaknesses in marking and target setting, pupils are not as aware of themselves as learners as they could be and this is limiting the progress they make in their learning.

## **The curriculum**

The school provides a satisfactory curriculum for its pupils.

### **Main strengths and weaknesses**

- Good planning of learning and provision made for children in the reception class.
- Very good equality of access and opportunity for pupils with special educational needs though strategies to help higher attaining pupils are not sufficiently well developed.
- There is good provision for the development of pupils' personal, social and health education.
- Some aspects of ICT are not covered.
- Long single-subject sessions reduces the pace and rigour of learning.
- A good range of extra-curricular activities enriches pupils' learning.
- Recent building modifications have enhanced library facilities and the provision for pupils with special educational needs. However, there is still limited space in some areas.

## **Commentary**

19 There is a good range of planned and structured activities for all areas of learning in the Foundation Stage. There is a good balance of teacher-directed work and opportunities for children to make their own choices. This gives children a very good start to their education. Adults plan and work well together as was seen in a very good physical education lesson.

20 The school's provision for pupils with special educational needs is very good. Detailed individual plans support their learning and ensure they participate in all school activities. They receive very good support from classroom assistants and make good progress. The school is less successful in its strategies to challenge and extend higher attaining pupils through imaginative grouping of pupils, thoughtful planning and effective timetabling. Frequently higher attaining pupils are provided with work that has the same or little extra challenge as for average pupils. Overlong single-subject sessions lack pace and rigour and therefore higher attaining pupils do not achieve as well as they might.

21 All subjects of the National Curriculum are taught, with English, mathematics and science given good emphasis. A rolling programme ensures that pupils in mixed age classes receive the same entitlement in other subjects. Pupils are skilful in using ICT as a research and writing tool. However, pupils are not given sufficient opportunity to use ICT to control, to monitor or to process data. The school makes good provision for pupils' personal, social and health education. A nurse leads lessons on sex education and police representatives give advice on the misuse of drugs. Personal, social and health education is addressed well in Year 2 science lessons. Year 2 pupils are therefore very knowledgeable on healthy eating and the use of medicines. Pupils' social skills are well developed through residential visits and the school council. All pupils have opportunities to learn about safety in water and nearly all pupils are competent swimmers by the time they leave.

22 A good range of visits, visitors and good quality school clubs helps to enhance pupils' learning. School clubs are well attended and make a good contribution to the development of pupils' physical skills. Fieldwork contributes to the development of pupils' scientific, historical and geographical skills. Visits to museums, theatres and workshops, and also visitors, enhance their cultural awareness and enrich pupils' work in literacy and art, although not enough emphasis is given to cultural diversity.

23 The school is well maintained and additional space has been provided to enhance library facilities and provision for special educational needs. However, a lack of storage gives the hall an untidy appearance which detracts from attractive displays. The proximity of the ICT suite and the reception area means that noise is at times intrusive during ICT lessons. There is no discrete outdoor play area for reception children and staff have to provide separate sessions on the infant playground some distance away from the reception base. This restricts the flexibility with which the curriculum can be delivered.

## **Care, guidance and support**

### **Overall evaluation**

The inclusive, caring ethos of this school is readily recognised by both parents and children and is immediately discernible to any visitor. Very good relationships exist between all those in the school and these underpin much of the good work achieved in developing mature, confident and responsible pupils.

### **Main strengths and weaknesses**

- Very effective measures taken to ensure welfare, health and safety of all pupils.
- Good relationships between pupils and all adults.
- Effective provision for the personal development of pupils.

### **Commentary**

24 Very good work has been done in this school to ensure a secure environment in which all pupils may learn and develop. Attention to welfare, health and safety issues is very good with appropriate records kept. Health and safety matters are well handled from governing body to caretaker, with an updated policy being currently produced. Child protection is well handled under the acting headteacher with all staff aware of their responsibilities. Training is being used well in keeping these care issues up to date. The school is working towards 'Healthy School' status and healthy eating is a key plank of this emphasis, with a very popular 'healthy tuck shop' at break time. Risk assessment has become a standard practice for all occasions such as school visits.

25 A crucial foundation for all care and support going on in the school is the existence of good relationships between all people in the school. Good adult role models are provided and a very harmonious atmosphere ensues. These close relationships and the good, intimate knowledge by staff of all individual children mean personal development is driven by true understanding of pupils' needs, albeit informally and subjectively held.

26 Children are listened to – and feel they are – but are only beginning to be consulted and involved in the school's work and development. A major move to increase such involvement has been the setting up of a school council, which the elected pupils run entirely on their own. This is developing well and not only putting up a regular flow of suggestions for improvement of their daily life, but is showing great maturity and responsibility. Children are encouraged to take on responsibilities and tasks around the school and respond well to these.

## **Partnership with parents, other schools and the community**

### **Overall assessment**

Links with parents are good. Community links are satisfactory and good links are developing with other schools.

### **Main strengths and weaknesses**

- Parents' have positive attitudes towards, and support for, the work of the school.
- A strong partnership is developing between parents and the school.
- The positive contribution made by the 'Friends' to the work of the school.
- Reports could provide a clearer view on weaknesses as well as pupils' strengths.

### **Commentary**

27 Parents are supportive of the work being done in the school. At the pre-inspection parents meeting, some very supportive views were voiced, especially of the caring, happy atmosphere of the school and of the teachers' efforts. Their main concerns were about the accommodation and the need for a nursery.

28 The school is working well to strengthen even more the partnership with parents. Communications with home are good, not just in terms of good notification of events, activities, etc, but also in giving insights into the teaching of their children in class newsletters and courses on topics like ICT or mathematics. The reports on children are detailed and focus well on the strengths of each child. They do not help parents to understand what needs to be done to make their children's work better. Parents help regularly in school, on visits and through the 'Friends' who last year raised some £5000 towards the building work that has been done.

29 Induction into the school and the transfer to secondary schools are good and, although there is not an active 'cluster' of local schools, the acting headteacher is strengthening links with local primary and secondary schools. Training establishments also enjoy useful links with the school – indeed, during the inspection, there were three trainees for different qualifications working purposefully in school.

30 Links with the community are satisfactory with local people becoming involved in the curriculum in a host of ways, from the lady playing the piano in assemblies to the lollipop lady talking on road safety. Several visits are made to local places of interest. All these links enhance the curriculum and support learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are satisfactory overall. The acting headteacher is providing good leadership and sound management. Other key staff are making a sound contribution to leadership and management. The governance of the school is good.

### **Main strengths and weaknesses**

- The governing body has a good understanding of the school and is becoming increasingly effective in its role as a critical friend.
- The leadership by the acting headteacher is resolute and committed.
- Leadership and management of the Foundation Stage are good.
- Data analysis has been used effectively to raise standards in literacy, but not enough use has been made of this to bring about improvements in mathematics and science.
- There has been insufficient action taken to improve teaching.
- The school's budget is monitored carefully and finances are used efficiently.

## Commentary

31 The previous headteacher resigned shortly before the inspection after a number of years of illness that resulted in prolonged periods of absence from the school. This has inevitably limited the effectiveness of both leadership and management. The enthusiastic acting headteacher is providing good personal leadership and is taking appropriate action to improve the school's performance. She is developing a clear vision and shows a strong commitment to making things better and has sought specialist help in doing this. One of the outcomes of this has been the recent creation of a senior management team. She works hard to maintain and improve teamwork and is sharing information on the performance of the school with staff in order to raise expectations and provide a secure basis for planning developments.

32 Teachers in their roles as co-ordinators have previously had little time to undertake their responsibilities and as a result little has been done to find out how effective provision is in their areas. Time has been spent on managing resources and ensuring that the curriculum is in place. Co-ordinators are now given regular release time to lead and manage their subjects and areas of responsibility. However, more needs to be done to develop their skills in monitoring and evaluating teaching and learning. Some observations of teaching have been undertaken but evaluations have not been rigorous enough in identifying strengths and weaknesses and as a result the usefulness of these observations has been limited. Much of the effective leadership of the Foundation Stage has come from a conscientious and knowledgeable nursery nurse who has been encouraged to take the lead in developing planning and assessment practices.

33 Data has been analysed and this has led to the identification of weaknesses in writing. Subsequent action has led to improvements in standards and achievement in English. A considerable amount of information on pupils' learning has been collected in other subjects but, other than for writing, little use has been made of this to refine what is taught to pupils. Weaknesses in the achievement of higher attaining pupils has not been identified or tackled.

34 Until recently governors were provided with little information on which they could judge the effectiveness of the school. They now consider external evaluations of the school and take account of data that shows how well pupils are achieving. As a result they are developing a good understanding of the school's strengths and weaknesses. Regular visits to look at the work of subject co-ordinators also help them to get a feel for what is happening in school. They have taken assertive action to clarify the school's budget situation and to tackle a possible overspend and while doing this have weighed up the possible impact of their spending decisions. The professional skills of individual governors have been central to effective financial control and management. Governors have a clear understanding of how they want the school to develop and they effectively challenge the senior staff to justify their plans for the school.

### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	413,113
Total expenditure	403,516
Expenditure per pupil	2,992

Balances (£)	
Balance from previous year	13,635
Balance carried forward to the next	23,232

35 Staff are deployed effectively. This seen most clearly in the good use of support staff. There is good support for new teachers and for the professional development of all staff, related to the needs of the school. This is helping teachers to understand what they need to do to be effective co-ordinators.



# PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for all the areas of learning for children in the Foundation Stage is **good**.

### Main strengths and weaknesses

- Children make good progress across all areas of learning because teaching is good.
- They are successfully helped to settle quickly into school life and feel secure and confident to engage in all the experiences that are provided for them.
- The teaching team provides a good balance between directed activities and opportunities for children to choose what they do.
- Both directed activities and choice activities are carefully planned to take children forward in their learning.
- All areas of learning are equally well provided for and this ensures that children's learning is balanced.
- Children's progress is carefully assessed and recorded and this information is used to help plan what they will learn next.
- There is no separate outdoor area for reception children but staff work hard to minimise any adverse impact this could have on children's learning.

### Commentary

36 All the children in the Foundation Stage of learning are taught in the reception and Year 1 class. This group of children is taught by a team of two part-time teachers and two nursery nurses in a large open area. The team plan carefully together and identify learning for both groups of children. Reception children are mainly taught by the nursery nurses. The space and time are both used well to provide a rich range of play-based activities for reception children and a more formal teaching for the Year 1 pupils. The experience and understanding of one of the nursery nurses particularly contribute to this key stage being well led and managed.

37 The planning for reception children is firmly based on the early learning goals and the smaller steps that need to be made to attain them. Clear objectives are identified and appropriate activities are devised to achieve them. The activities, particularly for communication, language and literacy and for mathematical development, are carefully balanced between short direct adult-led sessions that introduce and develop ideas, and play provision that enables children to explore, practise and consolidate these ideas for themselves. Each week children are assessed against the learning that was planned for them and their involvement in the different play activities is carefully monitored. Adults use this information to inform their conversations with and questioning of children, their interventions to support play and their guiding of children to work across all areas of learning. This rigorous and thoughtful approach supports teaching and learning well and helps to ensure that the children make good progress. The adults in the teaching team are also skilled and knowledgeable practitioners who work sensitively with individuals and ensure that learning is well matched to particular children's needs within the planned programme.

38 Caring and supportive relationships, close liaison with home and a stimulating environment help children to settle quickly into the routines of school and to be confident and willing learners. Adults are consistent in their expectations and in implementing routines. They are alert to the need to encourage children to become increasingly independent, for example in using the toilet. These attributes support children's **personal, social and emotional development** well. Children quickly learn to play together, for example sharing and working together to build a railway track or making tea in one of the role-play areas. When working in a group they listen well and are confident to answer questions. Adults look for opportunities for children to take responsibility, fetching equipment, taking books to someone or helping to clear away outdoor apparatus, and they respond positively to these.

39 The regular directed sessions for **communication, language and literacy** are used carefully to build children's speaking and listening skills, their understanding of print and the nature of books, and enjoyment and understanding of stories. Most of the children are able to suggest why things happen and to comment on events in stories; they can recognise some common words and are learning letter sounds and names. Adults are usually careful to develop the children's vocabulary when the focus may be on another area of learning, for example different words for comparing size in mathematical work, although occasionally these opportunities are missed. The many signs and labels, together with carefully chosen matching games and sequencing activities, consolidate vocabulary development and reading well.

40 A similar approach is used in **mathematical development** to that described above for language development. This is equally successful in taking children along the steps in their learning. Many are confident in counting and identifying numbers, often to ten, and in ordering them correctly. They know several counting rhymes that reinforce their emerging understanding of number. They are able to make sensible comparisons between the sizes of objects and know the names of some of the common shapes they use in table-top games.

41 Children's **knowledge and understanding of the world** is being successfully developed through direct experiences such as the daily observing and group recording of the weather and, during the inspection, activities that required them to use senses to tell them about the world. They are developing an understanding of place and time by finding out about their families and are given many opportunities to use programs on the computer to support their learning of language and mathematics. There is daily access to construction toys and to opportunities to use simple tools such as hammers. Children made some interesting percussion instruments, linked to the theme on senses, choosing from a range of materials that required fixing. During the inspection, the 'small world play' was helping them to develop an understanding of different environments, such as jungles and the Arctic.

42 There is no separate area for outdoor play. The teaching team overcome this well by providing daily opportunities for the children to use large apparatus, such as tricycles and a climbing frame as well as bats and balls, on the infant playground and part of the field. However, this tends to interrupt the smooth flow of sessions. Within the teaching space there is always provision that challenges children to handle small puzzles and tools and develop their fine physical control. The hall is also used for more formal physical education lessons with the Year 1 pupils and the reception children respond well to the challenges that they are given to improve their physical skills in these sessions, as they do in more open activities described above. These different experiences effectively support their **physical development**.

43 To support their **creative development** children are given many opportunities to paint, draw, print, and construct, and to sing and explore musical instruments. They clearly enjoy singing and joining in the accompanying actions. They are able to vary volume and tone as they follow an adult's lead. When painting and printing they explore textures, for example of leaves and shapes. They use brushes and other mark makers, often with good control. Because of the preponderance of ready-mixed paint they are limited in their ability to change colours and the consistency of paint. Their imagination is well catered for with the different role-play areas and the small world play and the children readily take on 'parts' when engaged in imaginative play.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching enables most pupils, including those with special educational needs, to make at least adequate progress. However, the higher attainers could sometimes do better.
- Assessment data information has been used effectively to identify the need to improve writing generally. This supported the very strong improvement in results in the 2003 tests in Year 6 and helped to raise standards to above national expectations.
- Teaching assistants contribute well to raising standards in literacy because they are knowledgeable and well deployed.
- Literacy skills are used well to support learning in other subjects.

#### Commentary

44 Standards in the present Year 2 and Year 6 are above those usually expected. This is a good improvement since the previous inspection. Most pupils' achievement and progress are at least satisfactory. The main contributory factors to a continuing rise in standards have been better planning, improvements in assessment procedure and teachers involving pupils more effectively in writing for different purposes. There are systems in place to monitor pupils' progress and standards in all aspects of the subject. Results are analysed and action is taken to address some identified weaknesses. The co-ordinator provides satisfactory leadership and management. She monitors the teaching and has introduced target setting as a tool in helping to engage staff and pupils in the task of raising standards and achievement. These strategies are beginning to raise achievement but are not yet making a sufficient impact on the attainment of higher attaining pupils who could sometimes be challenged more by the work they are given.

45 By the end of Years 2 and 6, pupils' speaking and listening skills are above average. Throughout the school, teachers create a climate where speaking and listening can take place successfully. In discussion and conversation, pupils are confident. This results from the inclusive ethos for learning that many teachers build in lessons. For instance, this was observed in a literacy lesson when several pupils of differing ability, including boys and girls, discussed interpretations of a Shakespearean verse. The class listened attentively to opinions expressed.

46 The teachers pay close attention to the development of reading. There are daily focused reading sessions. Consequently, the pupils increasingly develop reading strategies and continue to build on these through regular reading in literacy and across other subjects. Most pupils enjoy reading, because their teachers are enthusiastic about literature. An improvement that is contributing to effective learning that has been made since the previous inspection is availability of a wider variety of books which engage the interest of the boys.

47 In Years 2 and 6, most pupils write well for their age. The most able pupils write with energy and fluency. Most pupils present their work to an acceptable standard and have developed a neat, joined script. Pupils' best writing is found in story telling and factual accounts when they are not constrained by worksheets. They are beginning to use vocabulary with increasing precision, using punctuation correctly, and draw on a good range of expression for their age. In Years 5 and 6, where there are more opportunities for independent writing, the pupils' writing shows a greater range of skills. For instance, pupils in Year 5 produced good examples of poetry writing where their use of adverbs added impact to their verses.

48 The quality of teaching is satisfactory. Where the teaching is of a good quality the pupils are clearly informed of the learning objectives. There is pace and the teachers communicate strongly to all the pupils an enthusiasm and expectancy of success. The quality of questioning is high, allowing

pupils thinking time to explain their reasons. Throughout the best lessons the teachers constantly assess pupils' work and set challenges, resulting in good progress. Most pupils respond to these challenges and enjoy working hard. This results in good behaviour and attitudes to work. Relationships are generally good and set a positive atmosphere where pupils can join in class discussions with confidence.

49 Common features of the better teaching are good subject knowledge, well-prepared lessons where the literacy framework is used as a basis for planning, and making good use of the sessions at the end of the lesson to assess learning and indicate future goals. These characteristics were present in a well-sequenced lesson on summarising a Shakespearean text for pupils in Year 6. As one pupil neatly summed up his learning, "Summarising means shortening the story down to the main gist." A notable feature of the teaching is the good use of support staff. The school has wisely invested in developing the skills of its support staff and this enables them to work effectively with pupils who have special needs or find learning difficult, ensuring that these pupils make at least the same progress as other pupils.

50 Shortcomings within some lessons are lack of a clear focus, insufficient pace and undemanding levels of work for higher attaining pupils, resulting in pupil boredom. On these occasions pupils' achievement is limited.

51 There is regular homework which complements learning in school. Marking of pupils' work is not used effectively enough to help them understand what they need to do in order to improve.

### **Language and literacy across the curriculum**

52 Language and literacy skills are well developed throughout the school, because teachers are aware of the importance of developing literacy skills through other subjects. Displays promote strongly the specific vocabulary of many subjects. In an art lesson in Year 2, the teacher's insistence on pupils using the correct art vocabulary resulted in pupils using demanding words like 'portrait', 'blending' and 'shading' correctly. Similarly, in Year 3/4 there were good examples of extended geographical writing on the River Trent. There are examples of ICT supporting pupils' research skills. However, ICT is underused in lessons. Consequently, opportunities are missed to consolidate learning further in both English and ICT.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are in line with expectations but higher attaining pupils could achieve better.
- Teaching is sound but more could be done to extend higher attaining pupils.
- Not enough use is made of assessment information to plan pupils' work, to set targets and to make pupils aware of what they need to do to improve.

### **Commentary**

53 Much of the teaching of mathematics is uninspiring. The needs of average attaining and lower attaining pupils are met satisfactorily and pupils with special educational needs achieve well because of the good support they are given. The rather slow pace and limited demand seen in many lessons do not extend and challenge higher attaining pupils sufficiently and they could achieve more. Teachers plan appropriately to deliver the objectives identified in the National Numeracy Strategy and sometimes identify what different groups will do but often there is little difference in challenge between the groups and this limits what more able pupils are able to achieve.

54 The mathematics co-ordinator has done analyses of test papers and has identified strengths and weaknesses in pupils' learning. These have been shared informally with other teachers but there

has been no formal agreement to tackle weaknesses. As a result planning has not been fine tuned to ensure that weaker aspects of mathematics are given more attention. Pupils have not been given individual or group targets to work towards that would tackle any specific weaknesses that they might have.

55 Teachers are careful to explain new learning and some make good use of ICT to do this, for example using interactive whiteboards to clarify what they are saying and to develop ideas further. This was seen to good effect in a Year 6 lesson on decimals and helped pupils to gain a better understanding of the relative value of decimal numbers and of place value within decimals. Little time is wasted organising pupils in lessons because teachers manage pupils well and create a positive ethos for learning. Pupils apply themselves but sometimes are not extended by what they are asked to do. This is most evident in the mental sessions of lessons which tend to be pedestrian and do not make a sufficient contribution to improving pupils' mental skills, which are relatively weak.

56 Pupils in both Year 2 and Year 6 are not as agile in handling numbers in their heads as they could be. Year 2 do not, for example, have a good enough knowledge of number bonds to aid effective mental calculation; many still use their fingers, and this is echoed in Year 6 by pupils who take longer than usual to work out answers, although their knowledge of tables is sound. The Year 6 pupils can explain the strategies they use, although these may not be the most efficient. By Year 2 and Year 6, pupils are mostly working within the expected levels across almost all strands of mathematics, such as shape and measures and data handling, with higher attaining pupils being more confident than the other groups. A weaker aspect in Year 6 is using and applying mathematics. Even higher attaining pupils struggle to solve problems. They do not have strategies for identifying key elements and for breaking down a problem into manageable chunks. Scrutiny of pupils' completed work would indicate that more time could usefully be spent on work in this strand. Standards in mathematics are little different from those found by the last inspection, and improvement since then has been barely satisfactory.

### **Mathematics across the curriculum**

57 Pupils are able to use mathematics satisfactorily in other subjects. This is mainly seen in their successful use of graphs to present information on their findings in geography and science.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- There is an appropriate emphasis on developing pupils' skills of scientific enquiry but insufficient opportunity for pupils to design their own investigations.
- Pupils have a good understanding of the different strands of scientific knowledge.
- Use of scientific vocabulary and evaluation of work is not well developed in higher attaining pupils.

### **Commentary**

58 By the ends of Year 2 and Year 6 pupils reach average standards in science and most achieve satisfactorily. This was the position in the previous inspection. Higher attaining pupils could achieve more.

59 Overall teaching is satisfactory. Teachers' planning makes good use of the schemes of work to ensure that pupils access the different strands of scientific knowledge. Clear explanations and prepared resources support pupils' acquisition of knowledge, as was seen in a Year 2 lesson about medicines. However, there are missed opportunities to extend pupils' understanding by seeking clarification of their answers. In all years there is now a good emphasis on the development of scientific skills. However, too much teacher-dominated discussion, an overuse of worksheets and structured set experiments limit the pupils' imagination in designing their own investigations. Also

there is too little emphasis on pupils using their scientific knowledge during investigations. In a Year 6 investigation, pupils were unable to use their prior work on light reflection to explain how well different materials reflect light. As a result higher attaining pupils do not make as much progress as they should.

60 Discussion with pupils and an analysis of work indicate that pupils have a good scientific knowledge. Year 2 pupils talked enthusiastically about their work on health and how important it is to eat the correct foods. They demonstrated a good scientific vocabulary, using terms such as 'high-energy foods', 'fatty food' and 'vitamins'. They knew the essentials for life and described the relationship between habitats and food. Year 6 pupils were equally enthusiastic about their science work. They confidently described work on light, forces, electricity and food chains. They had a sound understanding of 'fair test' and used the word 'predict'. Analysis of the Year 6 work indicates lower attaining and average pupils make satisfactory progress in the development of scientific skills. However, teachers do not place sufficient emphasis on the development of older pupils' scientific vocabulary. This limits their skills in writing investigation reports. Pupils are not challenged to justify predictions or conclusions or evaluate results in their reports. As a result, higher attaining pupils' understanding of the scientific method is not well developed.

61 The leadership and management of the subject are satisfactory. The subject benefits from a newly appointed and enthusiastic co-ordinator. She has made a good start by updating the subject's schemes which effectively support teachers' planning. There is both a subject development plan and a personal action plan which are useful planning tools. Analysis of previous test results has identified strengths and weaknesses but little use has been made of this information. Lessons have been observed but feedback was not focused sufficiently on identifying what could be improved in order to make teaching better and thus drive up standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below expectations by Year 2 and Year 6 and pupils do not achieve well enough.
- ICT is not always taught regularly in all classes.
- Little is done to develop pupils' understanding of the use of computers to control devices and monitor events.

### **Commentary**

62 The school has a realistic and appropriate scheme of work for teaching ICT. However, for a number of reasons this has not been fully implemented. Until recently the ICT suite has not been available as the school switched from Macintosh to Windows-based computers and the network was established. Teachers have had their training for ICT but this has not successfully tackled weaknesses in their knowledge and some lack confidence in teaching strands such as data handling and control and monitoring. On the evidence of pupils' completed work and the small amount of teaching seen, teaching would appear to be unsatisfactory overall.

63 As a result of these barriers pupils have not been taught ICT skills regularly enough, they have made too little progress and their achievement is therefore not high enough. This is particularly the case for pupils in the Year 1 and 2 class. Pupils in this class do use computers but mainly practice programs that reinforce what they have learnt in other subjects. Pupils in Year 2 demonstrate limited skills in all of the strands of ICT. By Year 6 pupils reach expected levels in using ICT to communicate information, using word-processing programs and art packages. They can present work thoughtfully using a range of formatting techniques and can incorporate pictures into text-based documents. They have good skills in finding information on the Internet. They use search engines skilfully and are selective in the sites they make use of. They are able to download information, such as pictures that they can use, and they make satisfactory notes on the information

contained on web pages. Their skills in using data handling programs are less well developed and although they can use spreadsheets to produce graphs they do not yet use their powerful calculating features. Pupils in Year 6 have very little idea about how computers can be programmed to control devices such as lights, or to monitor events such as changes in the temperature outside. Standards are below those found in the last inspection.

64 The ICT co-ordinators have a sound understanding of the weaknesses described above and have sensible and realistic plans to tackle issues such as teachers' lack of confidence. They are arranging courses and establishing teacher- and pupil-friendly 'desktops' on the computers on the network to make using them easier. More importantly they now have time to undertake their roles in monitoring and evaluating the quality of provision and have a good understanding of what this entails. Leadership and management are now satisfactory and are beginning to turn things around.

### **Information and communication technology across the curriculum**

65 Much of the use of ICT across the curriculum is related to consolidating learning using practice programs. However, there are some good examples of pupils using their skills in ICT to extend and enhance their learning, mainly through researching on the Internet. There are also good examples of pupils using paint programs in art lessons where a wide range of different effect tools are used to produce attractive and thoughtful pictures. Similarly, word-processing is used across the school for recording ideas and presenting work in other subjects and to a lesser extent data handling programs to present information in graphical form. Overall, pupils make sound use of ICT in other subjects but their overall competence is below expectations because of the gaps in their skills and understanding.

## **HUMANITIES**

### **GEOGRAPHY**

Provision in geography is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils develop good skills in carrying out geographical enquiries as the school places a great emphasis on educational visits.
- Displays and regular use of local maps and maps of the United Kingdom and the world are widening pupils' understanding of places in the world.
- Use of ICT for research is a developing and useful skill.

#### **Commentary**

66 These findings broadly reflect the judgements made at the time of the previous inspection. All pupils, including those with special educational needs, make satisfactory progress in the development of geographical knowledge of people, places and environments. Teachers in Year 1 and 2 make good use of the school, the local area and visits to Cleethorpes; as a result Year 2 pupils talk confidently and knowledgeably about their own semi-rural locality and contrasting seaside resort of Cleethorpes. They talk about the litter problem there, showing an awareness of environmental issues. By Year 6, pupils have learnt how to use a range of maps confidently and those in Years 3, 4 and 5 have investigated the local River Trent. As a result, most pupils know about 'erosion', 'source' and 'current'. They are able to identify and sequence the components of a water cycle.

67 No lessons were seen in geography during the inspection and so it is not possible to make a judgement about the quality of teaching. However, a survey of work indicates that teaching is sound and leads to satisfactory achievement because pupils are learning how to research and find information for themselves. All aspects of the subject are covered.

68 There is insufficient evidence to make a judgement on the overall leadership and management of the subject. There is now an appropriate scheme of work which takes account of national guidelines.

## **HISTORY**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- There is good emphasis on developing pupils' research and historical skills.
- Visits enrich pupils' learning in the subject.
- There is a lack of challenge for higher attaining pupils in Year 2.

### **Commentary**

69 Evidence shows that pupils reach expected standards by Year 2 but higher attaining pupils could achieve more. By the time pupils reach Year 6 standards are in line with national expectations and achievement is satisfactory.

70 Teaching overall is satisfactory, with examples of good practice in Year 6. Teaching ensures that Year 2 pupils develop a good understanding of the passage of time. Emphasis is given to the development of appropriate vocabulary supported by good resources. As a result, in their work on Guy Fawkes, Year 2 pupils were able to place three pictures in the correct order on a timeline. However, there were some missed opportunities to develop the pupils' skills of historical enquiry and writing skills. For example, higher attaining pupils spent too long copying pictures instead of noting and writing about the differences in Stuart costumes.

71 In Year 6, pupils described Victorian objects and were able to make observations on life-styles between 'then and now'. They also made good use of engravings in their study of Victorian family life. A well-led discussion helped pupils understand what sources could tell them about life in poor and wealthy families. Pupils were also challenged to justify their answers. As a result pupils' skills of interpreting pictorial evidence were improved. Analysis of Year 6 work shows that history is seen as an opportunity for pupils to develop their writing skills. There is clear evidence of sustained effort, with examples of well-presented extended descriptive passages. ICT is used to research topics as in Year 5's study of the Aztecs and Year 6's study of Victorians.

72 The curriculum is soundly led. The school has a programme of visits which enriches pupils' historical studies of the Victorians and the Tudors. A scheme of work supports teachers' planning and there are suitable arrangements for recording pupils' learning. A rolling programme of history topics ensures that pupils in mixed age classes receive their full entitlement.

## **RELIGIOUS EDUCATION**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils in Year 6 have poor knowledge and understanding of major world faiths.

### **Commentary**

73 The provision for religious education is unsatisfactory because the standards attained are considerably below expectations and pupils' achievement is poor by the time they are in Year 6.



Pupils in Year 2 are reaching satisfactory standards and are achieving appropriately. It was possible to observe only one lesson during the inspection and this was satisfactorily taught. Discussions with pupils and analysis of their work are the basis for judgements. The curriculum follows the requirements of the locally agreed syllabus and lessons are planned appropriately each week to cover its content. Teachers' planning identified objectives for lessons and suitable activities to support learning.

74 Teachers in Years 3 to 6 have not spent enough time checking that pupils understand and know key elements of learning and this results in pupils developing a poor understanding of the common features of the major faiths, such as places of worship, holy books, guidance for believers, symbolism and festivals and celebrations. They do not ensure that pupils learn factual information related to these features for the religions they are studying. Year 6 pupils have a basic knowledge of aspects of Christianity, for example that Christians worship in a church, and come to know about their religion and its teaching through the guidance and instruction of ministers and from reading the Bible. However, most cannot describe similar information for other faiths and some even struggle to name other major faiths.

75 Pupils in Year 2 are working at expected levels and gaining insights into special days, rules and their importance and an understanding that symbols carry meaning.

76 Leadership and management have been ineffective in evaluating the quality of provision and its impact on learning. Standards are below what they were at the time of the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

77 No lessons were seen in **design and technology**. Evidence on the walls, discussion with Year 6 pupils and photographs indicate that by the end of Year 6 pupils understand the design process. What is less secure is their ability to test and evaluate their work and suggest improvements.

78 Only one lesson was seen in **physical education** and there is not enough evidence to make overall judgments in this subject. This lesson was very well taught. There was a very good emphasis on demonstration and development of throwing skills. Pupils were encouraged to talk about their work and how they could make it better. Pupils therefore made good progress. The school places a good emphasis on physical education and provides a range of good quality extra-curricular activities which are well attended. These include gymnastics, badminton, football coaching and cricket. All pupils have opportunity to swim and the large majority can swim 25 metres.

79 One lesson was seen in **music** and pupils were heard singing in collective worship and their written work was evaluated. The quality of singing is satisfactory in lessons and assemblies. Most pupils sing in tune and in time, and some show sensitivity to the mood of the music, responding with appropriate expression. Pupils listen to a variety of music, which includes music of other cultures and times

## **ART AND DESIGN**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Standards are above those expected nationally by Year 2 and Year 6.
- Pupils achieve well in the subject.
- Links with other subjects enable pupils to appreciate their own and others' cultures and traditions.

### **Commentary**

80 Standards have been sustained since the previous inspection and standards are above those expected nationally by Year 2 and Year 6.

81 Pupils of all levels of prior attainment, including those with special educational needs and those who are artistically able, achieve well by the end of Year 6. Whilst staff have not yet identified the artistically gifted pupils, there are very effective examples of pupils's work on display, and some pupils show considerable flair. They have looked at pattern, and made observational drawings using a range of media, including fabric dyes, crayons and oil pastels. They have represented their ideas in different ways, such as through the use of collage and papier-mâché. There are good cross-curricular links and these serve to reinforce and enhance pupils' work in other curriculum areas. Pupils in Year 6 produced a high quality display demonstrating a wide range of art skills linked to history work. Evidence indicates that pupils are beginning to use ICT to extend their work in art and design, by using programs to modify and improve patterns and the use of colour.

82 Educational visits provide opportunities for developing art skills as exemplified in Years 3 to 5 visit to Cleethorpes, where pupils further developed their skills in sketching and three-dimensional work. Pupils learn about other cultures, such as the Victorians, through their sketching of artefacts.

83 The quality of teaching is good. It is evident that art and design is valued and celebrated in the school. The displays throughout the school are of a good standard reflecting pupils' involvement in a wide range of artistic work. The teachers' expertise is good and is effective in raising attainment and achievement to a good standard. Support staff are well briefed and complement the good teaching and learning. In the lesson observed in a Year 2 class the teacher demonstration was used effectively to introduce pupils to the techniques of blending and shading. This resulted in the pupils experimenting, increasing their understanding of various techniques and producing good quality self-portraits. A particularly effective aspect of the lessons that were seen was that the teacher had the skills and knowledge to evaluate the pupils' work and thereby encourage them to develop and improve their work. Overall, the majority of pupils achieve well. They are motivated by their success in art and therefore art lessons are valued and enjoyed by most of the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

