

INSPECTION REPORT

GOXHILL PRIMARY SCHOOL

Barrow-on-Humber

LEA area: North Lincolnshire

Unique reference number: 117737

Headteacher: Mr Andrew Jackson

Lead inspector: Derek Watts

Dates of inspection: 7 to 10 June 2004

Inspection number: 256235

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

© Crown copyright 2004

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:	3-11 years
Gender of pupils:	Mixed
Number on roll:	251
School address:	Northend Goxhill Barrow-on-Humber North Lincolnshire
Postcode:	DN19 7JR
Telephone number:	01469 530743
Fax number:	01469 530743
Appropriate authority:	Governing body
Name of chair of governors:	Mr Mike Gathercole

Date of previous July 1997 inspection:

CHARACTERISTICS OF THE SCHOOL

Goxhill Primary is a slightly larger than average sized school serving the village of Goxhill. The school attracts about 17 per cent of its pupil population from other surrounding villages such as Barrow, New Holland and East Halton. At the time of the inspection the school had 251 pupils on roll including 37 children in the nursery. Most of the pupils are from a white British background with a few pupils from other mixed white or mixed white and black backgrounds. The proportion of pupils with special educational needs varies between year groups, but is average overall. Very few pupils have English as an additional language. The number of pupils joining the school other than at the usual starting time is average overall, but this also varies from year to year. Children enter the nursery with a range of attainment, but it is average overall. The socio-economic circumstances of the school's intake are broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	Mathematics Science Information and communication technology
19446	Susan Wood	Lay inspector	
21243	Lynne Moore	Team inspector	English Geography History Special educational needs
30691	Kathleen Yates	Team inspector	Foundation Stage Art and design Design and technology

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Goxhill is an improving school and at this stage of development, its effectiveness is sound. Under the good leadership of the headteacher, there have been significant improvements in teaching, accommodation, resources and the partnership with parents. The school's climate for learning is positive and the environment is attractive. Recent improvements in teaching have not yet had a full effect on pupils' achievement. However, the developments to date form a firm foundation for further improvements in order to raise pupils' achievement. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- By Year 6, standards in English and music are above average.
- Pupils achieve well in information and communication technology (ICT) and standards are above average across the school.
- Pupils have positive attitudes to learning, and behaviour is very good.
- The headteacher's clear leadership and direction has resulted in good improvements.
- Teaching and learning have recently improved to a good quality, but this has not yet led to consistently good achievement by pupils.
- Attendance levels are unsatisfactory.
- Some subject leaders' roles are not sufficiently well developed.

The school was last inspected in July 1997. The last inspection report identified significant weaknesses in leadership, teaching and in the provision for children in nursery and reception. The school has addressed the key issues for improvement well. The headteacher provides clear educational direction for the school. Teaching has improved from unsatisfactory to good. Due to staffing difficulties in the past, the good teaching is a recent improvement and so pupils' achievement is satisfactory rather than good. Teaching and achievement in the Foundation Stage have improved and are now satisfactory. There have been considerable improvements in the resourcing and teaching of ICT. As a result, standards in ICT are now above average throughout the school and pupils are achieving well. Since the last inspection standards in English by Year 6 have improved from average to above and in history from below average to average. Standards in art and design have improved from below average to average across the school. Accommodation and resources have improved considerably with a purpose-built nursery and two additional classrooms. Overall, good improvements have been made since the last inspection.

STANDARDS ACHIEVED

Overall, pupils' achievement is satisfactory throughout the school. Children's attainment on entry to the nursery is broadly average. Children achieve satisfactorily in the Foundation Stage; most reach the expected Early Learning Goals by the end of reception. Most will exceed the goals in personal, social and emotional development. Children's progress is faster in the nursery because of better teaching.

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

*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.*

The table shows that there are considerable variations from year to year in the school's Year 6 test results. In 2003, the results were average in English and mathematics and below average in science. The similar school data indicates that the pupils have achieved poorly from their prior attainment in Year 2. A number of factors account for this. A number of pupils joined the school late and most of these were low attainers or with special educational needs. A significant number of pupils had poor attendance that adversely affected their progress. In the current Year 6, standards are above average in English and average in mathematics and science. Pupils are achieving satisfactorily from their prior attainment in Year 2. In the national tests for Year 2 in 2003, results were average in reading, above average in writing and below average in mathematics. In the current Year 2, standards are average in speaking and listening, reading, writing and mathematics. Pupils are achieving well in ICT across the school due to good teaching and high quality facilities. Standards are above average by Years 2 and 6. By the end of Year 6, standards are above average in music and pupils benefit from specialist music teaching.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to learning and behaviour is very good in lessons and around the school. Relationships between pupils and between adults and pupils are very good. However, attendance levels are below the national average and, therefore, unsatisfactory. A significant number of pupils have poor attendance.

QUALITY OF EDUCATION

The quality of education is good overall. The quality of teaching and learning is good. Lessons are well focused and a good range of methods is used. Pupils are making good gains in knowledge, skills and understanding. The curriculum is satisfactory. The improved accommodation and resources are good. The care, welfare and safety of pupils are good. The partnership with parents and the community is good.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory overall. The headteacher provides effective leadership and direction and also leads ICT very well. Some of his tasks could now be effectively delegated to other key staff. The co-ordinators of English, music and special educational needs provide good leadership. Other co-ordinators' roles are less well developed particularly in terms of monitoring standards and provision. The governance is satisfactory and improving. The governors are supportive and are now more challenging about important issues such as teaching quality and pupils' achievement, and this new emphasis should continue. All statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are extremely positive. They are particularly pleased with the headteacher's leadership, induction arrangements and the school's approachability. The inspection team confirms these strengths. Pupils are also very happy with the school and the older pupils have appreciated the improvements to the accommodation, resources and teaching.

IMPROVEMENTS NEEDED

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

- Raise pupils' overall achievement from satisfactory to good.
- Raise attendance of a significant number of poor attendees.
- Extend leadership and management tasks of other key staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils are achieving satisfactorily across the school. The improvements in teaching are too recent to bring about good achievement.

Main strengths and weaknesses

- Standards in English are above average by Year 6.
- Pupils achieve well in information and communication technology and standards are above average.
- Standards in music are above average by Year 6.
- Children in reception achieve well in personal, social and emotional development.

Commentary

1. Children's attainment on entering the nursery is broadly average. By the end of reception, most children are on course to reach the expected Early Learning Goals in all areas of learning. In personal, social and emotional development, children will exceed the goals. Children achieve well in this area of learning in both nursery and reception because the quality of teaching is consistently good. In the other areas of learning, children achieve well in nursery and satisfactorily in reception. The better teaching in nursery accounts for the difference in achievement. Children's achievement through the Foundation Stage is satisfactory overall.

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

Standards in:	School results	National results
Reading	15.8 (17.7)	15.7 (15.8)
Writing	15.6 (17.5)	14.6 (14.4)
Mathematics	15.5 (17.2)	16.3 (16.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. In the 2003 National Curriculum tests for Year 2, the school's results were in line with the national average in reading, above average in writing and below average in mathematics. The results are average overall. When compared to similar schools, the results are average in writing, but well below average in reading and mathematics. Test results have fluctuated over the last three years. They were average overall in 2001 and 2003 yet well above average in 2002. Variation in the composition of the year groups accounts for the difference in results. In the current Year 2, standards are average in speaking and listening, reading, writing and mathematics. Pupils are achieving satisfactorily from their prior attainment on entry to Year 1.

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

Standards in:	School results	National results
English	26.7 (27.7)	26.8 (27.0)
Mathematics	27.0 (28.6)	26.8 (26.7)
Science	28.3 (29.1)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 National Curriculum tests for Year 6, the school's results were in line with the national average in English and mathematics, but below average in science. The results were average overall. Results in 2003, fell from those in 2002. During the last four years, results have fluctuated from above average overall in 2002 to well below average in 2001. Results were average overall in 2000 and 2003. When compared to similar schools using free school meal eligibility data, the 2003 results were well below average in English and science and below average in mathematics. Results are well below average overall.
4. The prior attainment data suggests that pupils have achieved poorly from Years 2 to 6 in all three subjects in 2003. Local education authority monitoring and school analysis identifies a number of factors contributing to the underachievement within the 2003 Year 6 cohort. The school gained six extra pupils through successful appeals. This was six above the admission number and making a large class of 42 pupils. Most of the pupils joining the school later were lower attainers with special educational needs. Building works caused disruption to the Year 6 class. The booster teaching was ineffective and a number of pupils in the 2003 year group had low attendance levels, which adversely affected their achievement.
5. The school has taken effective action to address these issues. The building works are completed and the current Year 6 is in a new classroom. There are 27 pupils in the current Year 6. A more experienced teacher takes the booster classes and additional teaching assistants support targeted groups of pupils. The school has introduced sound strategies to raise attendance. In addition to this, there has been an effective drive to improve the quality of teaching. In the current Year 6, standards are above average in speaking and listening, and reading and writing. Assessment data and the study of pupils' work indicate that most pupils have achieved satisfactorily from their prior attainment in Year 2. In mathematics, standards are average in Year 6 and pupils have achieved satisfactorily from their prior attainment in Year 2.
6. Standards in science are broadly average by Years 2 and 6. Throughout the school, achievement is satisfactory. More recently this school has increased opportunities for practical investigations. This is beginning to have a positive effect on the development of pupils' scientific skills.
7. In information and communication technology (ICT), standards are above average across the school and pupils are achieving well. This is because they receive good teaching in a very well equipped computer suite. There have been very good improvements in ICT since the last inspection when standards were below expectations by Years 2 and 6 and pupils were making unsatisfactory progress. Pupils are using and applying ICT well to support their learning in other subjects.
8. Since the last inspection, standards in art and design have improved from below average to average throughout the school. Standards in history by Year 6 have improved from below average to average. By the end of Year 6, standards are above average in music. Pupils achieve well in this subject because of the high quality teaching by the music co-ordinator who possesses considerable musical expertise.

9. Pupils with special educational needs are achieving satisfactorily. They are making good progress towards the targets in their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are positive and their behaviour is very good. Pupils' moral and social development is good and their spiritual and cultural development is satisfactory. The level of attendance is unsatisfactory. Punctuality is satisfactory.

Main strengths and weaknesses

- Pupils are keen and interested in their lessons and other activities.
- Pupils' behaviour is very good throughout the school day.
- The school attendance rates are below the national average.

Commentary

10. The majority of pupils like coming to school and they enjoy their lessons. They are interested, expect to work hard and enjoy discovering new and interesting information. Pupils listen carefully to the teacher, their peers and are eager to answer questions or offer ideas. When working as individuals, in pairs or groups they concentrate hard and organise themselves well. They are very polite to visitors, are happy to show their work and they talk enthusiastically about their experiences in school. The school offers opportunities for pupils to take responsibility, such as being playground and lunch-time monitors, and also to show initiative as in a sponsored fund-raising afternoon. Older children organised activities and the money raised was divided between the school fund for addition playground equipment and charities chosen by the pupils.
11. Pupils behave very well around school and in lessons, which results in a calm and productive working atmosphere. Movement around school is also very good and pupils will open doors to visitors or offer help if they need it. The playground is being developed and is providing a safe and exciting area for children who can choose to play football or other games, or sit quietly in a designated area with their friends. Pupils say that it is very rare for others to behave inappropriately, but on the few occasions that this happens, it is dealt with fairly and quickly. All adults in the school are good role models, which results in the very good relationships that are seen throughout the school.

Attendance in the latest complete reporting year (91.6%)

Authorised absence		Unauthorised absence	
School data	8.4	School data	0.0
National data	5.4	National data	0.4

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

12. The school's attendance figures are well below the national average. Many parents take advantage of reduced holiday rates during term time and this is a concern for the school as the number family holidays during term time has increased considerably. A significant number of the pupils have attendance rates below 90 per cent and this poor attendance adversely affects their progress. The school is aware of this situation and is working with the educational welfare officer to improve attendance. However, the school could be more proactive in promoting the importance of good attendance through its prospectus, newsletters and induction procedures for new pupils and parents.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Teaching and learning are good. The school provides a satisfactory curriculum. Pupils' care, guidance and support are good. The partnership with parents and the community is good.

Teaching and learning

Teaching and learning are good. Assessment and its use to guide future planning and teaching are satisfactory.

Main strengths and weaknesses

- Teaching and learning have improved.
- Teacher expertise is used very well in music and ICT.
- Lessons have a clear focus and purpose.
- Teachers use a good range of teaching methods to promote effective learning.
- The management of pupils is very good.
- The marking of pupils' work and pupils' presentation are inconsistent.

Commentary

13. Teaching and learning have improved significantly. During the last inspection, over a third of teaching was less than satisfactory and this was a serious weakness in the school. The headteacher and staff have successfully improved teaching through effective monitoring, evaluation and in-service training. Teaching is now good, but the improvement is recent and has not yet had a full impact on standards and pupils' achievement. Year 6 pupils in discussions reported that teaching has improved during this last year and lessons are now much more interesting. They cited more practical work in science and a wider range of physical education activities.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (20%)	20 (49%)	13 (32%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The quality of teaching and learning is satisfactory in the Foundation Stage. However, teaching is good in the nursery and satisfactory in reception. Children progress faster in the nursery due to the better teaching. The quality of teaching and learning is good in Years 1 and 2 with examples of very good teaching in mathematics, ICT and music in Year 2. Teaching and learning are good overall in Years 3 to 6 with examples of very good teaching in English and history in Year 5 and ICT and music in Year 6
15. Teachers have a good command of the subjects they teach. The music co-ordinator has very good expertise and this contributes to the very good teaching in music and the above average standards by Year 6. Three teachers with very good expertise in ICT teach most of the class ICT lessons in the computer suite. This arrangement is effective and contributes to high quality teaching and above average standards across the school.
16. Lesson planning is good and the headteacher has been effective in changing the focus of lessons so that they are driven by learning objectives rather than activities. In all lessons, teachers identify clear learning objectives under the acronym WALT, we are learning to... The objectives are effectively shared with the class and so pupils are clear about what they are expected to learn. Furthermore, the learning objectives are referred to during the lesson to help keep pupils focused and they are effectively reviewed at the end of the lesson. As a result, pupils show a clear awareness of their learning. Planning in English

and mathematics, particularly, takes account of the different levels of attainment within the class. Work is well matched to pupils' attainment and needs. This helps to ensure that all pupils are suitably challenged. The matching of tasks to attainment and need is less effective in subjects such as geography and history. As a result, not all pupils are appropriately challenged particularly higher attainers.

17. A good range of teaching methods and techniques is used well to promote good learning. Teachers' explanations, instructions and demonstrations are clear and informative. Pupils are attentive and show a keen interest in their learning. They participate well in the activities provided and make good gains in knowledge and understanding. Teachers use questioning effectively to challenge pupils' thinking and to check their understanding before moving them on. The ends of lessons are used well to review learning, share successes and to clarify pupils' misunderstandings.
18. Good opportunities are planned and provided for pupils to apply and develop speaking and listening skills in different subjects. This has a positive effect on the development of language skills. More emphasis has recently been placed on investigative and problem solving in mathematics and science. Pupils are now making better progress in the using and applying skills in these subjects. Opportunities for pupils to apply and develop numeracy skills across the curriculum are less well developed. ICT is used well to support teaching and learning in other subjects. Pupils' presentation of work varies because there are no clear guidance and expectations on how pupils are expected to present their work. In some lessons such as geography and history, there is an overuse of worksheets and this restricts pupils' skills in organising and presenting their work.
19. A particular strength of the teaching is that all teachers consistently insist on high standards of behaviour. Expectations of pupil conduct are high and pupils respond very well to these. Good relationships have been established between teachers and pupils and teachers frequently use humour constructively. Pupils are very skilfully managed and their behaviour is very good. Learning time is rarely lost through inappropriate behaviour. Throughout the school, support staff are effectively deployed. Teaching assistants and nursery nurses make a good contribution to pupils' learning particularly those with special educational needs.
20. The assessment and recording of pupils' attainment is satisfactory overall. Assessment in English and mathematics is good. This information is used well to plan future teaching and learning. As a result, tasks are well matched to pupils' attainment and needs in these subjects. Pupils are suitably challenged in these subjects and they make good gains in learning. Pupils' progress in English and mathematics is effectively tracked as they move through the school. The marking of pupils' work is inconsistent. Marking is often brief and not sufficiently diagnostic or developmental. It does not always comment on why a piece of work was good and rarely is clear guidance given on how pupils might improve their work.
21. Where teaching is satisfactory rather than good, the pace of the lesson is less brisk and tasks set are not sufficiently well matched to the different levels of attainment within the class. As a result, pupils make sound gains in acquiring knowledge, skills and understanding rather than good.

The curriculum

The school provides a satisfactory curriculum overall. The range of extra-curricular activities, including those that enrich the basic curriculum, is satisfactory, and activities are enjoyed by the pupils. The accommodation and resources are good. There have been good improvements to curriculum provision since the previous inspection.

Main strengths and weaknesses

- Curricular opportunities and resources in ICT are very good.
- Provision for pupils with special educational needs is good.
- Provision for pupils' personal, social and health education is good.
- Resource provision is good overall.
- The accommodation is good.
- Curriculum monitoring, whilst satisfactory overall, does not currently involve co-ordinators sufficiently, particularly with regard to data analysis and classroom monitoring.

Commentary

22. The Foundation Stage curriculum is satisfactorily planned and implemented, although it is more effective in the nursery than reception. All statutory requirements for the National Curriculum and religious education are met. An appropriate whole-school curriculum is now in place, which provides progression and coverage in all subjects. This indicates good improvement since the previous inspection.
23. The National Literacy and Numeracy Strategies have been implemented well, with additional time given earlier this academic year to guided reading and writing, providing good coverage and depth. These arrangements are beginning to have a positive impact upon standards. In addition, teachers are beginning to include specific planning for speaking and listening within lessons, which is raising the profile of this area, although it is too early to ascertain the impact of this improvement upon standards in English.
24. Curricular opportunities and resources in ICT are now very good and the school has successfully addressed the weaknesses highlighted in the previous inspection. There is good use of setting for literacy and numeracy in Years 5 and 6, which provides good challenge and support for pupils' different needs.
25. The monitoring of the curriculum is satisfactory overall, although currently some co-ordinators rely upon data analysis provided by the deputy headteacher, instead of taking this responsibility upon themselves, which would help them to take a more active part in raising standards within their subjects.
26. Provision for pupils with special educational needs is good. It is carefully matched to pupils' needs, whether learning, emotional or behavioural. This is provided through targeted support in lessons, work which is carefully matched to pupils' needs and occasional withdrawal from class for short, more specific work. Teaching assistants are well trained and provide effective support in lessons. Support from external agencies is well targeted and links effectively with classroom provision to give coherent and effective provision overall.
27. The school provides a satisfactory range of activities for pupils outside school time. These include sports such as football, cricket, rounders and music groups such as choir

and guitar tuition. There is an annual residential visit for older pupils and a range of visits for other pupils to support their schoolwork, including Eden Camp, power stations, Leeds Royal Armouries, the fire brigade and lifeguards. In addition, visitors to the school provide a range of interesting opportunities for pupils to take part in dance, circus skills, theatre and cycling proficiency. These activities contribute significantly to pupils' personal and social development, which is good overall.

28. The school has an effective team of suitably qualified teachers and support staff, whose skills and experience match the demands of the curriculum. They support the learning needs of the pupils well.
29. The school accommodation is of generally high quality. Discussions with pupils reveal that they are very happy with recent improvements to their school and grounds. The building is clean and well maintained, providing a welcoming and pleasant, high quality learning environment. Classrooms are carpeted and have appropriate furniture and storage units, although some classrooms are only accessible by walking through other classrooms, which disrupts lessons. Staff provide a range of attractive displays on classroom walls, although only a relatively small amount of pupils' work is displayed. The new ICT suite has been well planned to accommodate the non-fiction library books, thus allowing for a range of research work to take place.
30. There is good accommodation for children in the Foundation Stage. In addition, one wing of the school provides spacious accommodation for a Year 2 class and special educational support work. There is an ongoing programme of improvements to the pupils' toilets. A very small office area has been provided for the school secretary, which is actually part of a corridor. This affords no privacy as it is a thoroughfare and results in the secretary needing to work elsewhere if dealing with confidential material.
31. The school is set in pleasant, spacious grounds that have been thoughtfully arranged to accommodate a wide range of activities during break and lunch-times, in addition to providing good support for physical education lessons and interesting opportunities to support other subjects such as science, geography and art and design. The school has created a 'ball park', a fenced area where pupils can play ball games without disturbing pupils engaged in quieter activities. This is a sensible and highly effective arrangement.
32. Resource provision is good overall, with very good resources to support ICT and good resources in English, mathematics, science, music, the Foundation Stage and the library.

Care, guidance and support

The school has very good procedures in place to ensure the health, safety and welfare of its pupils'. There is satisfactory support, advice and guidance for pupils' academic and personal development. The views of the pupils are regularly sought and quickly acted on.

Main strengths and weaknesses

- The school provides a very caring and safe environment in which pupils can learn, and pupils feel confident to approach any adult in school if they have worries or concerns.
- The arrangements for settling children into school work very well.

Commentary

33. Pupils and parents say this is an area of strength in the school and the inspection team agrees. Pupils feel very confident that they can approach any adults with concerns and worries. These are listened to and dealt with sensitively. There are clear procedures in place for the health, safety and welfare of all the children, which are supported by child protection procedures that ensure that the school provides a very caring and safe environment in which pupils can learn and develop into mature young people. The school has developed very good links with a range of external agencies to help support the children and their families appropriately.
34. The youngest children are very sensitively introduced to school life as they settle into the daily routines of the school and this is a view shared by parents. These include home-school visits prior to their entry into the nursery. Systems are in place and followed to ensure the smooth transfer of pupils from other schools mid-term and there is an informal buddy system that enables pupils to care for each other. The adults in school are sensitive to the individual needs of all its pupils and work hard to ensure that they are fully met.

Partnership with parents, other schools and the community

The school has developed good links with parents and the local community. There are satisfactory links with neighbouring schools.

Main strengths and weaknesses

- The school works hard to involve parents and the community in the life of the school.
- Parents' involvement in their children's learning is good.
- Parents hold very positive views about the school.

Commentary

35. The school has an open door policy and works hard to encourage parents to take part in the life of the school. Regular newsletters, the school prospectus and parents' handbook inform parents about routines and events in school, although the presentation is sometimes bland and does not always celebrate the work of the school. The school is seen as a focal point of the community and is used by local uniformed organisations and the church. Events such as the Summer Fair are open to the village and are supported by the church, chapel and local charities. The school often has publicity through the local press and radio, and regularly has an article in the local community publication 'The Gander'
36. Parents are given information on the curriculum being taught in each class, although this is sometimes not specific. For example, children will follow the numeracy strategy rather than this term they will be learning time or area. This prevents parents from supporting their children in their learning. Parents receive an annual written report, which informs them of the areas studied, what they know and can do, but they do not clearly focus on the progress children have made, standards attained, or areas for further development. There is an open door policy that enables parents to speak to staff throughout the school year if they have queries or concerns and the formal parent teacher consultations are well attended. A small number of parents help in the school with reading and computer work and they made a significant contribution to pupils' learning. These parents are appreciated by pupils and staff, and the school would like more parents to become involved in this way. Parents are invited to join in productions and class assemblies that they clearly enjoy.
37. The parents' meeting prior to the inspection and the results of the parental survey reveal that parents hold very positive views about the school. They are particularly pleased with the headteacher's leadership, induction arrangements, the school's approachability and the quality of teaching. The inspection team agree with these strengths identified.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and direction. The governance of the school is sound.

Main strengths and weaknesses

- The headteacher provides clear leadership and direction, which has led to good improvements.
- The leadership of English, music and special educational needs is good, but other co-ordinator roles are less well developed.
- The headteacher and staff have created a positive and attractive environment for learning.

Commentary

38. The governance of the school is satisfactory and improving. Governors have a clear understanding of the school's strengths and areas for development. They are kept well informed of the school's performance by the headteacher and local education authority. The Chair is keen and committed and meets with the headteacher on a regular basis. He is providing good leadership and the governing body is now focusing more on the quality of teaching and pupils' achievement. All statutory requirements are fulfilled.
39. The headteacher provides good leadership and clear educational direction for the school. Long-established staff report that he is dedicated and committed to improving the school. He had a number of areas to address when appointed including the quality of teaching, behaviour problems and problems with the school budget. The headteacher leads by example in his teaching and in the leadership and co-ordination of ICT. Under his leadership and direction there have been significant improvements in accommodation, resources, the learning environment and partnerships with parents. More recently there has been an effective drive to improve teaching and this is having a positive effect on pupils' learning. The headteacher has clearly gained the confidence and respect of pupils, parents and governors. Pupils like their headteacher and state that he is friendly and easy to talk to. Parents report that he is approachable, hard working and knows the children very well.
40. The headteacher and staff have created an attractive and positive environment for pupils to learn. This has resulted in very good relationships between members of the school community and very good pupil behaviour. Teamwork among the staff is good and there is a shared commitment to improvement and raising achievement.
41. The headteacher has formed a management team consisting of a deputy headteacher and special educational needs co-ordinator. The co-ordinators of English, music and special educational needs are strong and effective. Other co-ordinators' roles are less well developed particularly in terms of monitoring and evaluating standards and provision. The headteacher is dedicated and hardworking and has too many responsibilities. Now the school is in a stronger position, some of the headteacher's tasks could be effectively delegated to other key staff.
42. The school's systems and procedures for self-evaluation are good, but not all key staff are sufficiently involved. The headteacher, local education authority and some co-ordinators

have monitored teaching. This monitoring with recent 'in-house' training on teaching has resulted in teaching improving from unsatisfactory to good. The recent improvements in teaching have led to good learning in lessons and form a good foundation to raise pupils' achievement further. National Curriculum test results and other performance data are analysed well with the local education authority. However, core subject co-ordinators are not sufficiently well involved in this process. As a result, they are not sufficiently well informed about patterns and trends in pupils' attainment and achievement.

43. The school had some financial difficulties a few years ago, which resulted in some staff redundancies and a delay in the appointment of a deputy headteacher. The headteacher and governing body have successfully stabilised the school's finances. Financial management is good. Financial planning supports the school's priorities for improvement and the principles of best value are applied well. For example, effective tender selection and effective renegotiation over the building programme enabled the school to gain an additional teaching area with little additional cost. The school has been successful in the selection and purchase of high quality equipment for the new computer suite. A part-time technician helps to maintain the system so teachers can focus on teaching and learning. The higher than usual carry forward from the previous year was funds allocated for new building work and for equipping the new computer suite.

Financial information for the year April 2003 March 2004

Income and expenditure (£)	
Total income	547,059
Total expenditure	603,809
Expenditure per pupil	2,614

Balances (£)	
Balance from previous year	101,652
Balance carried forward to the next	44,902

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Overall, provision for children in the Foundation Stage is satisfactory. It is good in the nursery where the quality of teaching is better. This is an improvement since the last inspection when much of the provision was unsatisfactory.
45. The nursery class comprises 20 children who attend on a full-time basis and 18 children who are part-time. There are 30 children of reception age. Since the time of the previous inspection, accommodation and resources for the Foundation Stage have been greatly improved. A new purpose-built nursery and major alterations to the existing building and the outdoor area ensure that all children are now provided with a spacious, bright and stimulating environment where they engage happily in a variety of purposeful activities, which enhance learning.
46. The good ratio of teaching assistants in the nursery class makes a valuable contribution to children's progress. They are very experienced and hard working and work closely with the teacher to provide all children with a wide variety of exciting experiences, which cover all the areas of learning. Reception staff also enjoy good relationships with children, but the content of the curriculum offered to these pupils when they do not work alongside nursery children is often unexciting.
47. Children's attainment on entry to the nursery is broadly average.
48. The quality of teaching and learning is satisfactory overall. It is good in the nursery and satisfactory in reception. Current procedures to assess the attainment of individual children are thorough in the nursery, and good use is made of these findings to plan for the next stage in learning. These contribute well to the good achievement children make. In reception, assessment procedures lack a clear focus and day-to-day plans do not identify the skills different groups of children are to develop. As a result, tasks are not always well suited to children's different attainment.
49. Leadership and management of the Foundation Stage are satisfactory. There are very good links with the local pre-school playgroup, which are enhanced by their weekly visits to the nursery where they become familiar with class routines and form good relationships with adults and pupils. Parents are very appreciative of the school's induction arrangements and home visits made by teaching staff are well established and assist children to settle happily into school. Good links within the school ensure that children transfer confidently into the reception class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.

- Staff, parents and children enjoy good relationships.
- Reception children have too few opportunities to develop independent skills.

Commentary

50. The quality of teaching and learning is consistently good in both nursery and reception. All adults ensure that children settle well when they enter nursery and when they move into reception. Daily routines are well established and consistently applied so that children know exactly what is expected of them. Staff enjoy good relationships with parents who know their children are well cared for. Children are eager to learn and relate well to one another. In reception classes children have too few opportunities to work in small groups or to use their initiative and thus develop independent skills.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is satisfactory.

Main strengths and weaknesses

- Adults emphasise speaking and listening skills well in the nursery.
- Pace of learning slows in reception.
- Children's handwriting is well developed.

Commentary

51. In the nursery teaching and learning are good and children achieve well. All adults constantly emphasise new vocabulary and question children well giving them time to compose their responses. Most children, including the pre-school visitors, listen keenly to short stories and join in enthusiastically with action rhymes. In the reception class, where teaching and learning are satisfactory, teaching lacks vigour, hence the pace of learning is slower; resources used are less exciting and do not fire children's imaginations so well. Nevertheless, all children display good attitudes to learning. Higher attaining children are confident speakers, read short stories competently and can write a short sentence accurately, while the less able children enjoy looking at stories through pictures and are learning to form letters and recognise initial sounds. Achievement is satisfactory. In both classes, good emphasis is placed on forming letters correctly so that children develop effective handwriting skills. Reading books are regularly sent home and parents contribute well to their children's learning by sharing books with them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- There is a good ratio of adults to children.
- A wide variety of learning experiences contribute to children's learning in the nursery.
- Higher attaining children are not provided with sufficient challenge in reception.

Commentary

52. The good ratio of staff enables children to be taught in small groups across the nursery and reception according to their abilities. In the nursery where adults have high expectations of children and set challenging and interesting tasks for them teaching and learning are good and all children achieve well. Higher attaining children confidently recognise and create simple patterns, while adults emphasise good mathematical language, and interact well with a group of average ability children as they investigate vehicles and sort them according to two given criteria. In reception, where teaching and learning are satisfactory, adults frequently spend too much time directing activities and expectations of the higher attaining children are too low. This limits their progress as they repeat known tasks such as ordering numbers with which they are already competent. Lower attaining children are well supported as they say and use numbers in order in familiar contexts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- A wide range of resources supports learning.
- Pace of learning slows in reception.
- Few visits are made to enhance learning.

Commentary

53. There are many well-planned activities for all children to develop their knowledge and understanding of the world in the nursery where teaching and learning are good and children achieve well. Good questioning by all adults enables children to use their observational skills well as they examine and explore features of emergency vehicles and develop an understanding of how we should react in times of danger. Higher attaining children are confident to describe simple features effectively, as they compare the different landing areas needed by a helicopter and an aeroplane, while less able children know the purpose of ladders on fire engines. In reception classes where teaching and learning are satisfactory the pace of learning is slower because there is less challenge provided. Achievement is satisfactory as children identify which types of vehicles would be most suitable to reach different destinations.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- Outdoor and indoor provision has improved greatly.

Commentary

54. The outdoor area now provides all children with good opportunities to develop their physical skills. It is readily accessible, spacious and includes a soft area where children develop climbing skills safely. The new storage garage enables all items to be securely stored when not in use. There is no outdoor cover to protect children from the heat of the sun or inclement weather.
55. Teaching and learning are good in the nursery and children achieve well. They show increasing control when operating equipment by means of pushing and pulling in the enclosed outdoor area. They are confident to engage in working with malleable materials as they demonstrate and name actions of rolling, and shaping as they create rectangles, squares and circles to make a fire engine. Teaching and learning are satisfactory in reception where all children are keen to demonstrate their ability to balance and pass under, over and through apparatus. They take turns well in team games in preparation for sports day. Achievement is satisfactory.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- Teachers plan very thoroughly for a wealth of creative activities.
- Opportunities for children to develop creatively are limited in reception.

Commentary

56. In the nursery teaching and learning are good and children achieve well. Teachers use role play to promote speaking and listening skills and mathematical understanding very effectively. Children sing rhymes about counting and ordering and enact stories alongside adults who develop their language well. Staff encourage children to select and use appropriate materials and containers to make emergency vehicles and then to decorate them according to the model of their choice. Children are very proud of their achievements and adults praise them appropriately. Reception children are given fewer opportunities to exercise choice in their learning, or to describe their feelings. They are confident to explore and investigate and use their imagination to make sound effects for the noises encountered in the 'Bear Hunt'. In these lessons teaching and learning are satisfactory as is the achievement of the children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Teaching and learning are good, resulting in good achievement within lessons, although achievement throughout the present school year is satisfactory overall.
- The co-ordinator provides good leadership and management for the subject.

Commentary

57. Standards by the end of Year 2 are broadly average and, by the end of Year 6, they are above average. The study of pupils' work and the analysis of assessment and tracking data indicate that pupils have achieved satisfactorily from their prior attainment. There has been good improvement since the previous inspection.
58. The National Literacy Strategy has been implemented well. Recent improvements to provision include setting in Years 5 and 6 and the addition of an extra daily session in each class to focus on guided reading and writing, providing good coverage and depth. These arrangements are beginning to have a positive impact upon standards. In addition, teachers are beginning to include specific planning for speaking and listening within lessons, which is raising the profile of this area, although it is too early to ascertain the impact of this improvement upon standards in English.
59. Standards in speaking and listening are average overall throughout the school. Within the supportive atmosphere found in classrooms, teachers encourage pupils to share their ideas and thoughts. Younger pupils are able to re-enact a short section from the focus story, offering short phrases that show they understand what their character might be saying or thinking. Older pupils retell the story of 'Goldilocks and the Three Bears' from the point of view of Baby Bear or Goldilocks, showing their appreciation of different points of view.
60. Standards in reading are average by Year 2 and above average by Year 6. Year 2 pupils join in as the teacher reads the text during literacy lessons. They read as a group or individually from appropriate books in guided reading sessions. The majority of pupils read appropriate writing accurately, showing an understanding of rhyming words and expressing opinions about the major characters and ideas. By Year 6, pupils read most types of writing reasonably accurately and with good understanding. When faced with an unknown word, pupils make good use of a range of cues to work out its meaning. They are able to demonstrate their understanding of the nuances within different texts by selecting key points and identifying particular characters or events crucial to the plot. They make good use of the library and Internet when researching a given subject and are able to offer opinions about the relative strengths and weaknesses of each method.
61. Standards in writing are average by Year 2 and above average by Year 6. Year 2 pupils are able to develop the idea of rhyming words and phrases and introduce their own 'made up' words to add humour. Year 6 pupils identify examples of explanatory text, in order to make use of them within their own writing. They organise their work appropriately, using a range of ideas and vocabulary to suit the situation. Most pupils spell words correctly, or are reasonably accurate. However, throughout the school, the quality of pupils' presentation varies.
62. The quality of teaching and learning is good. Teachers plan well to ensure that all pupils are included in activities appropriate to their needs. Good links are made with other subjects, for example, when a group of Year 6 pupils designed a multimedia presentation to demonstrate how possessive apostrophes work, or used skills learned in citizenship lessons to describe how different people felt when living in South Africa under the apartheid regime. The effective partnership between teachers and support staff helps to ensure the inclusive atmosphere in lessons, where pupils are appropriately challenged and supported.

63. Good leadership and management are provided by an enthusiastic co-ordinator, who is a very good teaching model for his colleagues. Since his appointment, just over one year ago, he has made considerable improvements to the provision of resources, extended the time allocated to English to allow for additional sessions of guided reading and writing, and has raised the profile of speaking and listening to ensure that teachers now include this area in their planning. However, the co-ordinator is not sufficiently involved in the analysis of performance data and is not sufficiently informed about patterns and trends in pupils' standards and achievement. The library provision has improved and is well placed within the ICT suite to allow for variable types of research to take place together. As these improvements are relatively recent, they are yet to have a significant impact on achievement.

Language and literacy across the curriculum

64. The use of literacy skills across the curriculum is good. There are good opportunities for pupils to develop their speaking and listening skills in personal, social and health education lessons, and in subjects such as physical education and history. Also, classrooms have specific vocabulary displayed within displays covering other subjects such as mathematics, science, history and geography. Writing skills are used across the curriculum by all classes to help pupils write for a variety of purposes and audiences.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning have improved and are good overall.
- Presentation and marking are inconsistent.

Commentary

65. In Years 2 and 6, standards are average and pupils' achievement is satisfactory. Most of the teaching seen during the inspection was good. However, the study of pupils' work and the school's assessment and tracking data indicate that pupils' achievement has been satisfactory rather than good. Improvements in teaching have not yet had a full effect on pupils' achievement. Standards and achievement in mathematics are similar to those reported during the last inspection.
66. The quality of teaching and learning is good overall and ranges from satisfactory to very good. There has been much emphasis recently on identifying clear learning objectives and matching tasks to pupils' needs and this drive has led to more effective teaching. Lessons are generally well planned and structured. Clear learning objectives are identified and effectively shared with the class. In the lessons seen, tasks were well matched to pupils' different attainment and needs. This helps to ensure that all pupils, including higher attainers and those with special educational needs, are suitably challenged and make good gains in their learning. The school has recently placed more emphasis on providing problem solving and investigative work in mathematics. For example, in a good Years 5 and 6 lessons, pupils used appropriate strategies for solving

problems involving the perimeters of shapes and quantities. Higher attaining pupils found the perimeter of complex shapes by applying previous knowledge.

67. In some classes there is an overuse of worksheets, which can restrict pupils' skills in organising and presenting their own work. There is no clear policy or expectation on how pupils are expected to present their work. As a result, the presentation of work of some pupils is barely satisfactory. The school has an effective system for assessing and tracking pupils' attainment. Assessment is now used well to inform future planning and teaching. The marking of pupils' work is not consistent across the school. In particular there are insufficient comments to guide improvement.
68. The leadership and management are sound. The co-ordinator of mathematics teaches in the nursery and does not have a sufficient overview about standards and provision across the school. Planning is checked and samples of pupils' work are studied to monitor standards and provision. However, the co-ordinator has not had sufficient opportunities to observe and support teaching. Overall, the school has made good improvements since the last inspection.

Mathematics across the curriculum

69. Pupils' application and development of numeracy skills in other subjects is satisfactory. In Year 2 in science, higher attaining pupils produce bar graphs to show how far toy cars travel on different surfaces. In Year 6, pupils measure and record time and temperature accurately in dissolving experiments. They produce a line graph to show the daylight hours in Hull during the year. Opportunities in other subjects are less evident.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning has improved and is now good.
- Tasks are not always well matched to pupils' attainment.

Commentary

70. Standards are broadly average in Years 2 and 6. Most pupils have achieved satisfactorily. Although the teaching seen was mostly good, the study of pupils' work and assessment data indicates that achievement has been satisfactory rather than good. Standards are similar to those reported during the last inspection.
71. In a good Year 1 lesson, pupils were given good opportunities to explore a range of toys and identify whether they needed pushes or pulls to work. They recorded results clearly. Higher attaining pupils identified that some toys needed both pushes and pulls to move. They also recognised that there were different ways of recording their results. The study of pupils' work shows that most pupils in Year 2 show a clear knowledge of the life cycles of a dandelion, frog and butterfly. Most pupils use electrical components such as a battery and wires to make a bulb light. Pupils also identify when mains electricity can be dangerous. Higher attaining pupils produce clearly labelled drawings of circuits they have made.

72. The quality of teaching and learning is good and there have been recent improvements. In particular there has been more emphasis on practical investigative work particularly in Years 3 to 6. For example, in a good Year 6 lesson, pupils applied their knowledge of evaporation and condensation in order to turn seawater into drinking water. Most pupils selected appropriate equipment to solve the problem, but lower attainers needed support. Higher attainers explained clearly to the class, using correct vocabulary, how to solve the problem. Lessons are generally well planned and clear learning objectives are identified and effectively shared with the class. The study of pupils' past work indicates that all pupils in the class often pursue the same task and, as a result, not all pupils are suitably challenged as work is not sufficiently well matched to pupils' different attainment and needs. The marking of pupils' work is inconsistent. In some cases marking is not sufficiently diagnostic or developmental. There are few comments as to why a piece of work is good and little guidance to help pupils improve.
73. The co-ordinator is recent to the post and the leadership and management of science are sound. There are plans to increase the co-ordinator's role particularly in terms of monitoring and evaluating standards and provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and standards are above average by Years 2 and 6.
- Teaching and learning are good with very good examples.
- Leadership and management are very good.
- Improvements since the last inspection are very good.
- ICT is used well to support other subjects.

Commentary

74. By the end of Years 2 and 6, standards are above average and most pupils, including higher attainers and those with special educational needs, are achieving well. This is because they receive good teaching in and have good access to high quality facilities. This represents very good improvements since the last inspection when standards were below average across the school and pupils' progress was unsatisfactory. ICT is now a strength of the school.
75. The quality of teaching is good and frequently very good. The school makes good use of teachers' expertise in the teaching of ICT, but all teachers have benefited from training and this has increased their confidence and expertise. Three teachers with considerable expertise teach most of the classes ICT skills in the computer suite. Lessons are very well planned and prepared. Clear learning objectives are identified and these are effectively shared with the class so pupils are clear about what they are expected to learn. Teachers' enthusiasm and interest inspires and motivates the pupils. The digital projector in the computer suite is used very well to enhance teachers' presentations to the class. Teachers' explanations, instruction and demonstrations are clear and informative. Pupils are keen and enthusiastic about ICT and watch and listen very well. They are given good opportunities to acquire and practise ICT skills.

76. In a very good Year 2 lesson, pupils were acquiring and developing control skills. Using a control program, they wrote and used instructions to control a model boat and avoid a lighthouse. They produce instructions to create a given two-dimensional shape. They made predictions. Higher attaining pupils create instructions for more complex routes and shapes. Pupils in a good Year 4 lesson were effectively combining text with graphics. In a very good Year 6 lesson, pupils created multimedia presentations on topics such as cars, pets and my friends. They successfully imported scanned images or digital photographs to their presentation. They used text editing facilities and effectively linked screens together. Higher attaining pupils added sounds from the Internet or their own voice to their presentation.
77. The subject is very well led and managed by the headteacher and this contributes to the good teaching, above average standards and the very good improvements since the last inspection. The planning of the curriculum is good and ensures that all areas of the National Curriculum Programmes of Study are taught. The assessment and tracking of pupils' attainment and progress is developing well. The school has recently established a well-furnished ICT suite with 20 computers and a digital projector to enhance teacher presentations. There are 22 other computers distributed in the classrooms. All computers are networked and have Internet access.

Information and communication technology across the curriculum

78. The use of ICT to support teaching and learning in other subjects is a priority for development and the school is making good progress in this area. Pupils in Year 2 use CD-ROMs and the Internet well to find out information about animals. In mathematics, most teachers use the National Numeracy Strategy software well to support teaching and learning in mathematics. In Year 6, effective word-processing contributes to pupils' well-developed writing skills of drafting and editing. Overall, ICT is used well across the curriculum.

HUMANITIES

Geography and history were sampled. Religious education was inspected in full.

Geography

79. Two lessons were seen in geography and pupils' work was examined. On the evidence available, standards are average by Years 2 and 6. The teaching and learning seen were satisfactory. This indicates satisfactory improvement since the previous inspection. Year 2 pupils build on the good map work started in Year 1, to compare life in Goxhill and Tocuaro, in Mexico. They identify similarities and differences in geographical features and find both places on a simple world map. Year 4 pupils are beginning to appreciate the importance of different environments and how they might be improved. Year 6 pupils show their understanding of contrasting localities, exploring living and working conditions in St. Lucia and comparing these with those in and around Goxhill. They employ primary and secondary sources of evidence when describing their investigations. The majority of this work is on printed worksheets, the content of which does not offer challenge to higher attaining pupils. The quality of handwriting and presentation is very variable and often

lacks evident pride in the work. Teachers' marking is minimal and lacks comments that would help the pupils to improve their work.

History

80. On the evidence available, standards are average by Years 2 and 6. This indicates good improvement since the previous inspection, when standards were below average by Year 6 and teaching was unsatisfactory. Pupils in Year 2 make good use of writing skills when describing the Great Fire of London or the history of Goxhill Memorial Hall. They complete timelines and describe the lives of Florence Nightingale and Mary Seacole. Year 3 pupils ask sensible questions of two visitors who had lived in the locality during the Second World War, showing that they are building up perceptions of life in that time. Pupils in Year 5 compare world maps from three different areas and most are able to identify how knowledge of countries and continents has developed since Tudor times. Year 6 pupils demonstrate their understanding of life in Ancient Greece, such as the amphitheatre, battles, food and clothing, and religion. The majority of work is on printed worksheets; the content often does not offer sufficient challenge to higher attaining pupils. The quality of handwriting and presentation varies and can lack pride in the work. Teachers' marking is minimal and lacks comments that would help the pupils to improve.

RELIGIOUS EDUCATION

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- Visitors enhance the religious education curriculum.
- Resources have improved.

Commentary

81. As at the time of the previous inspection, standards in RE are in line with expectations for pupils at the end of Years 2 and 6, in accordance with the locally agreed syllabus. Achievement is satisfactory.
82. Teaching and learning are satisfactory. Pupils in all classes gain a satisfactory understanding of the significance of traditions observed by Christians and by members of other major faiths. The minister from the local church is a frequent visitor to the school and this widens pupils' appreciation of the importance of the church in our lives. Year 2 pupils are given good opportunities to consider 'special places' and listen carefully to the story of how when Jesus' parents could not find Him He was eventually located in the temple - His 'special' place'. Evidence from displays and from discussions with older pupils shows that they have a satisfactory understanding of Judaism and know how their faith may be expressed through art.
83. Leadership and management of religious education are satisfactory and the level of resources to teach the subject has improved since the time of the last inspection and is now satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in full and is reported on below. Art and design, and design and technology were sampled. Physical education was not inspected.

Art and design

84. Work on display and discussions with pupils show that they have suitable opportunities to use a range of media and materials. Standards are broadly average across the school. In the one lesson observed where teaching and learning were good, pupils in Year 2 achieved well and enjoyed the lesson. This was because the teacher had good subject knowledge and shared her enthusiasm with the pupils. The learning intention was clearly explained so that pupils understood what they were to do. They examined a variety of shells and used this knowledge well to record their observations of line and shape in impressive pencil drawings. They progressed to choosing appropriate shades to paint the shells. At the end of the lesson, pupils evaluated their work and checked that the learning objectives had been met. Leadership and management are now satisfactory. Monitoring of the subject has improved. The co-ordinator has responsibility for displays throughout the school. Overall, these are well mounted and show progression in children's learning and good links to geography, history, literacy, ICT and religious education.

Design and technology

85. Discussions with pupils and an analysis of work show that pupils experience a suitably wide range of materials. Since the previous inspection appropriate time has been allocated for the teaching of the subject and the level of resources has been raised to an appropriate level. The subject now receives appropriate coverage. The subject leader arranges visits, such as those to the local park, after which pupils in Year 1 design and make models of park equipment out of construction kits. Satisfactory links are made to literacy as pupils in Year 6 make animal masks and write accompanying play scripts.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above average standards by Year 6.
- Teaching and learning are frequently very good.
- The co-ordinator's musical expertise is used well.

Commentary

86. Standards are average by Year 2, but are above average by Year 6. Across the school, pupils are achieving well because of good teaching and learning. Standards and provision were not reported on during the last inspection.

87. In a Year 2 lesson pupils made very good gains in their learning due to very good teaching. The brisk pace to the lesson and the excellent teamwork and enthusiasm of the teacher and assistant ensured that all pupils were highly motivated to learn. An element of competition whereby pupils took the part of 'the sun' or 'the wind' added excitement to the

lesson and they rose very well to the challenge. They worked together very well and confidently contributed language to depict the strength of the wind changing from a 'gentle breeze' to a 'hurricane'. The second group used their geography and literacy skills well as they portrayed the 'baking hot' power of the 'desert' sun. Pupils sang songs expressively and chose from a good array of instruments to demonstrate very competently how sounds can be used to represent the sun getting hotter and the wind getting stronger in a class composition.

88. In a Year 6 lesson pupils achieved very well as a result of the very good teaching by the subject specialist and the use of a very good range of musical instruments. Pupils were highly motivated, quickly organising themselves into groups and co-operating very well. They discussed animatedly, for example, how they might illustrate the scene of a 'haunted house' through sound effects. They explored and selected carefully the instruments to be used and presented a performance of high quality. Good time limits were set, which ensured a very brisk pace to the lesson and allowed pupils to improve their performances and appraise sensitively the performance of others.
89. Leadership and management are good and this contributes to the above average standards by Year 6 and the good provision. The co-ordinator has considerable musical expertise and uses this well to support colleagues and make music lessons enjoyable. Choir lessons are well attended and all pupils, including those with special educational needs, are inspired to sing well both by the example of the co-ordinator's singing and by her competent piano playing.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. The school provides a good range of opportunities to promote pupils' personal development. The school's positive ethos and the good care systems contribute significantly to this area. Each class has timetabled citizenship sessions that cover topics such as 'being a good listener' and how various news stories are reported in tabloids and broadsheets. In the two lessons observed, teachers presented the subject in an interesting way, which attracted the pupils' enthusiasm and resulted in good learning. Standards in these lessons were above average and an ethos pervaded in which all pupils were valued and supported both academically and personally. This resulted in a very positive atmosphere in which the pupils were able to offer open and honest opinions, in the knowledge that these would be accepted and respected.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

