

# INSPECTION REPORT

## **JOHN HARRISON C of E PRIMARY SCHOOL**

Barrow upon Humber

LEA area: North Lincolnshire

Unique reference number: 118005

Headteacher: Mr P Croton

Lead inspector: Mrs R Andrew

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> March 2004

Inspection number: 256564

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	175
School address:	North Street Barrow upon Humber North Lincolnshire
Postcode:	DN19 7AP
Telephone number:	01469 530350
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Swann
Date of previous inspection:	May 1998

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average, rural Church of England primary school. It draws its pupils from Barrow upon Humber, other local villages and from the nearby town of Barton upon Humber. There are 175 boys and girls on the school's roll; almost all of them are of white British backgrounds. A below average number of pupils is eligible for free school meals but census information indicates that the area is not one of social or economic advantage. The proportion of pupils with special educational needs is broadly average but above average for those with specific statements of their needs. These are mostly moderate learning difficulties. Pupils' attainment on entry varies widely but is average overall. The school received achievement awards in 2000, 2001 and 2002. It takes part in the 'Healthy Schools' initiative.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21460	Rachael Andrew	Lead inspector	Foundation Stage Science Geography History Religious education Personal, social, health and citizenship education
13485	Paul Widdowson	Lay inspector	
24895	Kath Hurt	Team inspector	English Art and design Music Physical education
19120	Derek Pattinson	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**In terms of its overall effectiveness, the school is satisfactory.** It provides a sound standard of education for its pupils. Teaching is satisfactory and leads to steady gains in learning. Achievement is satisfactory overall. In Years 2 and 5 it is good. By the end of Year 6, standards are average in English and science and above average in mathematics. Leadership and management are satisfactory overall and governance is sound. There have been significant barriers to improvements in teaching over recent years because of staff illness and turnover. This situation has now stabilised. Taking into account the resources available to the school and the standards it achieves, **the school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- the school is well led by the headteacher who has set out a clear agenda for school improvement;
- the provision for personal, social, health and citizenship education (PSHCE) contributes very well to pupils' attitudes, relationships and personal development;
- pupils do well in reading, numeracy, investigative work in science and music;
- there is often insufficient challenge for more able pupils because similar work is set for all pupils;
- visits, visitors and work outside the classroom add interest and richness to pupils' learning;
- the checks the school makes on teaching and learning are not identifying clearly enough the most important areas for improvement;
- the system for tracking pupils' progress needs further work so that it reveals more readily information about the achievement of specific groups of pupils;
- parental support at home and for the school contributes significantly to pupils' experiences and achievements.

The school has made good improvements since the last inspection and is now better placed to continue this trend. In particular there has been a good response to all the issues identified at the last inspection. There has been a difficult period of staff illness and turnover but this situation is now stable. The school has received achievement awards in three successive years to 2002 because of improving results at the end of Year 6. Results at the end of Year 2 have not improved enough but standards are now rising significantly.

### STANDARDS ACHIEVED

**Pupils' achievement is satisfactory.** It is good in Years 2 and 5. In Key Stage 1, standards are broadly average and achievement is satisfactory. In Key Stage 2, standards are average in English and science but above average in mathematics because pupils do well in Years 5 and 6. Achievement is satisfactory overall. Pupils do significantly better in reading than in writing in all parts of the school. Children in the Foundation Stage are on course to reach the goals expected by the end of the reception class in personal, social and emotional development, communication, language and literacy, mathematical development, and knowledge and understanding of the world. Their achievement is satisfactory. No judgements can be made about creative development and physical development as little work was seen.

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

*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 was sharp drop in standards at the end of Year 6 last year. This was because of a high proportion of pupils in that class who had special educational needs, many of them severe enough to warrant written statements. This is untypical. Standards have now picked up again and are broadly average in English and science and better than this in mathematics. Pupils read well and investigative work in science is strong. Standards in singing and instrumental performance are above average. There are examples of good quality observational drawing on display. There have been substantial improvements in pupils' achievement in information and communication technology (ICT) and standards are now approaching the average.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils have positive attitudes to school and are interested in all the school has to offer. They behave well and take their work seriously. There are particularly good opportunities through the school council for pupils to take on responsibility. The school's effective PSHCE programme contributes strongly to pupils' personal development. Attendance has improved and is now good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is sound. Teaching is satisfactory overall.** It is good in reception. It is particularly good in Years 2 and 5 and leads to a better pace in learning and good achievement. In these classes the work is more challenging but in the school as a whole, the work for more able pupils is often not demanding enough. In lessons and in pupils' books, the work set is often similar for all and when this happens, higher attaining pupils could do better. In most lessons, teachers explain new work well and lessons get off to a good start. In all but the good lessons, the pace is fairly leisurely when pupils work independently and not enough is expected of them. Pupils with special educational needs receive good support and make good progress towards their precise targets in English and mathematics. Lower attaining pupils gain much from intervention programmes such as additional literacy support. Well-planned visits and visitors, links with local schools and other activities outside the classroom enrich pupils' learning and broaden their experiences. Parents support learning well at home, raise substantial funds for the school and contribute to work in classrooms and on visits.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher leads the school well and has identified the most important areas for school improvement. The school is soundly managed. The work of the governing body is satisfactory. It complies fully with its legal duties. Individual members are very active in their support for the school. Many governors are new but gaining expertise.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents value the school's place at the heart of the community. They have confidence in its work and are happy with the level of care it provides. They say their children are keen to attend and particularly interested in the visits made. Pupils speak positively about the school and its work. The things they appreciate most are the opportunities provided for them through the residential visit in Year 6 and their involvement in the work of the school through the school council. They feel the school is a friendly place where everyone gets on well together.

## **IMPROVEMENTS NEEDED**

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

- to make work in lessons more challenging so that higher attaining pupils in particular move on at a faster pace;
- to make checks on teaching and learning sharper and focus them more clearly on the school's priorities for raising standards;



- to build on the good start made to tracking pupils' progress so that differences in the achievement of specific groups can be more readily identified and addressed.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

**The achievements of boys and girls are sound throughout the school.** Standards in mathematics are above average and in English and science broadly average. Pupils do well in Year 2 and Year 5.

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

- Pupils do well in reading, mathematics, and aspects of science, music and art.
- There have been significant improvements in the achievement of pupils at the end of Year 2 as a result of leadership initiatives.
- Higher attaining pupils do not always do as well as they could because work is often the same for all.
- Lower attaining pupils do well because of the success of intervention programmes.
- Pupils with special educational needs make good progress towards their targets.

#### **Commentary**

- The table below shows that, at the end of Year 2 last year, pupils did less well than those in other schools nationally. Standards have been below average for three years and have not kept pace with the national trend of improvements. Taking into account the broadly average standards on entry, this represents unsatisfactory achievement. The school has worked hard to remedy this situation and with some success. Inspection evidence indicates that standards are now broadly average and pupils' achievements sound. Pupils do well in Year 2 as a result of lively teaching.

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

Standards in:	School results	National results
reading	15.1 (15.5 )	15.7 (15.8 )
writing	13.9 (14.6 )	14.6 (14.4 )
mathematics	15.8 (15.7 )	16.3 (16.5 )

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

- The table below shows that standards last year were well below average in contrast to previous years where they had been similar to, or above, national standards. This was because in the 2003 Year 6 class, many of the pupils had special educational needs. Five of these had written statements indicating the severity of their needs. In spite of last year's fall in results, the improving trend over four years has been similar to the national trend. The school received achievement awards in three successive years because of these improvements.

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

Standards in:	School results	National results
English	25.0 (27.8)	26.8 (27.0)

mathematics	25.3 (27.4)	26.8 (26.7)
science	29.2 (29.6)	28.6 (28.3)

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

3. Children in the Foundation Stage enter school with broadly average attainments. It is not possible to make judgements about standards in creative or physical development because insufficient work was seen in this area. Their achievements are sound and most children are on course to reach the goals expected for their age in all other areas of learning by the end of their reception year. Children have experienced an unsettled time since they started school arising from the long-term absence of the reception class teacher. Children are reading well but writing skills are lagging behind. There are some good opportunities for children to write as part of play, free choice and teacher-led activities, but these have not been regular or effective enough to promote the standards expected for this age, especially amongst the oldest and more able children. Few children are yet able to write well enough to make simple lists and instructions or record ideas or experiences. Children do particularly well in aspects of knowledge and understanding of the world because of good provision in this area for children to explore and investigate.
4. Pupils do well in reading because the skills are taught thoroughly through shared and guided reading sessions and because parents give good support at home. Higher attaining pupils in Year 2 have particularly good opportunities to use comprehension skills to gain insights into their reading. Number work is the strongest element of mathematics and pupils make good gains in Years 5 and 6 because of good teaching. As a result standards for 11 year olds are above average. Good opportunities for pupils to use scientific investigation skills are developing a good understanding in science and helping pupils to do well. In particular, work on materials is done well, for example in Years 1 and 4. Work in pupils' books shows particularly good teaching and achievement in Year 5. Standards in music are above average. Pupils sing well and all learn the recorder from Year 4. Opportunities to sing in the choir and play in the orchestra contribute to above average standards for participating pupils. String players have achieved recent success in the Lincoln music festival. There are good standards in observational drawing and painting in Years 3 to 6. Work on display sets a good example for others to strive towards.
5. Higher attaining pupils could often do better. Their progress is patchy and depends very much on the level of challenge in lessons. In many lessons teachers set work that is much the same for all. The work in pupils' books shows a similar picture. This often fails to provide the demands that higher attaining pupils need to do their best. There is evidence that these pupils make better progress in Years 2 and 5.
6. Intervention programmes such as 'Additional Literacy Support' and 'Springboard Mathematics' contribute well to the achievements of lower attaining pupils. Pupils like the opportunity this brings to work in small groups outside the classroom for a part of the class lesson. They appreciate the greater attention that can be given to their specific needs by learning support assistants and volunteers. The work focuses on specific areas of weakness and makes sure that pupils have grasped and consolidated basic facts before moving on. A range of games and activities, which motivate pupils well and they find enjoyable, is used effectively. Leaders of these sessions show patience and skill in moving pupils forward in small steps. Pupils gain confidence and competence.
7. Pupils with special educational needs make at least satisfactory and often good progress as they move through the school. This is because the co-ordinator provides good leadership of this important area. She is well supported by a small number of able and committed teaching assistants, and there are effective monitoring and recording systems to give pupils the best possible chances to succeed.

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

**Pupils' personal development is good** as a result of what the school does to provide for their spiritual, moral, social and cultural development. They have positive attitudes to school and behave well most of the time. **Attendance is good.**

## Main strengths and weaknesses

- The school's PSHCE programme contributes very well to pupils' personal development but there is insufficient emphasis on some cultural aspects.
- Children in the Foundation Stage feel secure and happy in their class.
- The school has a clear code of conduct so pupils know what is expected of them
- There are good opportunities for pupils to take on responsibilities.
- Pupils need more help in learning how to organise group tasks.

## Commentary

8. The PSHCE programme provides pupils with very good opportunities to learn about keeping safe and healthy, getting on with each other and resolving differences, taking responsibility for their actions and how they can contribute to the wider community. Sex and relationship education is taken seriously and taught with skill, openness and sensitivity. Pupils are encouraged to ask questions, discuss their anxieties and express their feelings. They do this sensibly and with growing confidence. Pupils are taught that they can exercise choice and control over their lives. The danger of peer pressure and other subversive influences are discussed thoroughly. Pupils are well prepared for the challenges of secondary school. On the whole, the school provides well for pupils' spiritual, moral, social and cultural development. There are good links with the PSHCE programme but planning does not show where different elements can be included as an integral part of each subject. The daily act of worship and aspects of religious education contribute well to pupils' spiritual development. There are also good examples of moral themes being chosen for worship topics. Pupils learn about people who led inspiring lives, often in great adversity. They consider moral dilemmas and challenges that face the world. The striking display of posters in the study room draws pupils' attention to the universal rights of children around the world. Pupils learn to respect the ideas, values and beliefs of others and consider how their actions affect other people. There are good opportunities for pupils to learn about their own cultural heritage but little emphasis on other cultural traditions, apart from different faiths.
9. Children in the Foundation Stage are on course to meet the standards expected in the personal, social and emotional development. Children know classroom routines well and respond quickly to adults. They look forward to the day's activities. They respond with particular enjoyment and enthusiasm to the exciting opportunities provided for their development in knowledge and understanding of the world.
10. The school's brief code of conduct is clearly expressed and made known to pupils and parents. Rewards are distributed fairly and for many different reasons and pupils strive hard to achieve them. Their efforts are acknowledged publicly at the Friday worship, when many parents attend. Pupils behave well on the whole, both in lessons and around the school. There have been no recent exclusions.
11. Pupils are encouraged to take on responsibility. At first this is for jobs within the classroom. As they grow older, they are involved in helping the school to run smoothly, for example by preparing equipment for worship. The school council provides pupils with a voice in school affairs. They take their responsibilities seriously and have been able to influence school improvement. This and other activities, such as school elections, give them an insight into citizenship. Pupils take pride in representing their school in music and sport and learn the value of teamwork.
12. In most lessons, pupils behave well and get on with their work without distractions. There are a few lessons where this is not the case. Pupils call out rather than putting up their hands, play with equipment whilst the teacher is talking or talk amongst themselves instead of getting on with independent tasks.

13. Pupils respond enthusiastically to investigative work in science. They work well in pairs but are not always sure how to organise themselves in groups. Although they do not argue about who does what, dominant pupils tend to take over while others remain passive. Pupils do not get enough help with planning how to break down tasks into smaller parts and distributing them fairly.
14. Attendance is now good and there is no unauthorised absence. It has improved since the figures below were published. The school monitors attendance carefully and rewards pupils who attend regularly.

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

Authorised absence		Unauthorised absence	
School data	5.6	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.*

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided is satisfactory.** Teaching is sound in all classes, and in the Foundation Stage and Years 2 and 5 it is good. The curriculum is broad and relevant to pupils' interests and is enlivened by many visits and visitors. Pupils are well cared for and the school takes good account of their views. Although the school has good information about what pupils know, understand and can do, better use could be made of this to challenge higher attaining pupils and to track the progress of different groups of pupils through the school. Parents' support at home and at school contributes well to pupils' achievement, especially in reading.

#### Teaching and learning

**Teaching and learning are satisfactory overall.** They are good in the Foundation Stage and Years 2 and 5. Assessment is satisfactory. The school has good information from a range of assessments but does not always use it well enough to plan for pupils of different attainment.

#### Main strengths and weaknesses

- Teachers make the learning intentions clear, explain new work thoroughly and question pupils' understanding well so lessons gets off to a good start.
- There is a good emphasis on number, reading and science skills.
- Work is often the same for all, so higher attaining pupils in particular could do better.
- Teachers set appropriate targets for writing but do not follow them up well enough.
- New resources and teaching programs are contributing strongly to teachers' and pupils' computer skills.
- The pace of lessons is sometimes slow.

#### Commentary

15. Most, but not all, of the good teaching that appears in the table below was seen in the Foundation Stage and in Years 2 and 5. All of the very good teaching was seen in Years 2 and 5. Pupils do particularly well in these years because of the overall quality of teaching that helps them to make good gains in learning and achieve well. Pupils' good achievements in Year 5 were also clearly evident in their completed work. The work of the music specialist contributes strongly to the standards in music. Pupils with special educational needs are taught well in English and mathematics because work is usually matched to their needs. Teachers work hard

to ensure that pupils successfully meet the precise targets on their individual education plans. The overall judgement of satisfactory teaching takes into account the lessons observed during the inspection and the quality of learning in pupils' books. Although teaching was good in the reception class and children were getting on well, their overall progress is satisfactory. Until the beginning of this term, children have had an unsettled period because of staffing difficulties. The school has established a programme of checks on teaching and learning that has had some effect on overall quality. There is further to go in terms of injecting rigour into the system to identify more precisely what would most improve pupils' learning and progress, especially those of higher attaining pupils.

#### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (16%)	11(34%)	16(50%)	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.*

16. Lessons get off to a good start. The best progress is made during whole-class teaching. Pupils know what they are supposed to learn and can check their progress towards lesson targets. The teaching of new work is good and teachers check through careful questioning that pupils have understood. Pupils are expected to explain how they know so that they learn to refer to the text in English lessons and to their investigations in science, and to describe the strategies they used in number calculations.
17. Reading, including letter sounds and comprehension skills, is taught well. Children make good progress and are able to use their skills to read and understand information about many subjects and gain pleasure from their recreational reading. Parents support pupils well at home. In the reception class, for example, reading diaries show that there is a good exchange of information between staff and home that contributes to the good progress the children make. The most able children in this class are able to tackle, with confidence, books they have not read before and use a range of skills to make sense of stories. Research skills are developing well in the oldest classes. Pupils do well in number work, especially in Years 5 and 6, and so reach above average standards by the age of 11. Teachers' good subject knowledge and questioning skills keep pupils on their toes. In many classes, but particularly in Years 4 and 5, there is evidence of good learning through investigative work in science. Pupils predict what might happen, observe and record results carefully, check their findings and the most able draw conclusions and question their accuracy.
18. Although teachers have a good range of information about what pupils know, understand and can do from a range of checks and tests, they do not always use this information well enough when planning work for different groups. There is a tendency to pitch work at a level that suits most but not all pupils. Pupils whose attainments are broadly average then work more or less to capacity. Lower attaining pupils often receive good support from teachers and/or learning support assistants that helps them to do their best. Higher attaining pupils often work well within their capacity so, although they achieve the targets set in the lesson, they could do better. When teachers mark pupils' work, they note that targets have been achieved, almost achieved or not achieved. This does not show up very readily those who could have done better or what they need to do next.
19. Older pupils have individual targets for writing. These highlight what they need to do next to improve. Pupils are aware of these and say that targets help them to do better. This is true for some, but for many, identified weaknesses persist for too long because not all teachers follow up the targets well enough. Target setting could be usefully extended to mathematics and science.

20. The subject leader has brought about significant improvements in ICT. In particular, the new teaching programs being trialled are bringing about good gains in confidence and competence for both pupils and teachers.
21. The pace of lessons, in particular when pupils work independently is often too slow. There are several reasons why this is so. The most important of these is the fact that teachers do not always explain to pupils what they expect them to complete in a given time. There are also occasions when teachers do not intervene quickly enough when pupils, particularly boys, lose concentration or misbehave and the pace of the lesson drops as a result.

## **The curriculum**

**The school provides a sound curriculum for its pupils.** There are good opportunities for enrichment. The accommodation and resources are adequate for the needs of the curriculum.

### **Main strengths and weaknesses**

- A good range of visits, visitors and clubs extends pupils' learning.
- All subjects are securely represented, and strengths are evident.
- The curriculum provides well for pupils who have special educational needs.
- There is good planning for children in the reception class.
- The accommodation has been adapted and improved since the last inspection although the ICT suite is far from ideal as it also serves as a classroom.

### **Commentary**

22. A good range and number of visits, visitors and after-school clubs extend pupils' learning well. Visits, such as to Normanby Hall, Cleethorpes and a Sikh temple, and visitors, such as theatre and music groups, enrich pupils' experiences. Well-led and popular clubs, such as football, netball, guitar and computer, help to develop pupils' skills. The annual residential experience provides good opportunities for pupils to be involved in adventurous outdoor pursuits and to learn about different environments. It gives pupils the opportunity to be independent and organise themselves. There is further to go in teaching pupils about cultural diversity.
23. All subjects required by the National Curriculum are securely represented, with English, mathematics and science given good emphasis. As a result, pupils steadily build on their understanding as they move through the school. This is an improvement on the findings of the last inspection. Developing links between subjects are helping make learning more relevant for pupils although there is room for strengthening these further. The use of English, mathematics and ICT through other subjects is given increasing emphasis. Teachers successfully ensure that all pupils have equal access to the subjects of the National Curriculum. There are increasing opportunities for pupils to solve problems and carry out investigations, which keeps them interested and involved, and facilitates learning.
24. Provision for pupils with special educational needs is good, enabling them to achieve well. This is because work is usually carefully matched to their needs in English and mathematics, and they are making good progress towards the targets set for them. In other subjects, they make sound progress, especially when directly supported. There are effective intervention programmes that boost the progress of lower attaining pupils. As yet, no pupils have been identified as being gifted or talented but the school is involved in preparation and training for the identification and support of these pupils.
25. Careful planning ensures that children in the reception class are involved in a good range of worthwhile activities relevant to their experiences and interests in all the areas of learning. The balance of teacher-led and free-choice activities is appropriate. However, there are few ongoing opportunities as opposed to specific lessons for children to investigate and explore art

materials and musical instruments, to draw and make things and to listen to music. At this time of year children are moving towards the more structured approach of the National Literacy and Numeracy Strategies that prepare them well for life in Year 1.

26. Improvements to the accommodation mean that intrusive noise does not carry from one classroom to another, as it did at the time of the previous inspection. The wildlife area and Millennium Garden provide useful resources to aid learning in subjects such as science, as well as a quiet area for pupils during break times. However, restrictions in space for large classes who use the computer suite make it difficult for teachers to move around easily to provide the best possible support for pupils. This room also serves as a classroom, and pupils are required to move out of their class base when other classes use the suite. While good organisation minimises disruption to pupils' learning, present arrangements are not ideal to give pupils the best possible opportunities to succeed. Displays are used well by most teachers to motivate pupils, celebrate their efforts and help them to move forward. There are enough resources of good quality to meet National Curriculum requirements, and in some subjects, such as ICT, they have improved substantially since the last inspection.

### **Care, guidance and support**

**The school provides a safe and caring environment for pupils** where all are valued and respected. Pupils of all abilities, including those with special educational needs, are well supported and there are good opportunities for pupils to be involved in decision making.

### **Main strengths and weaknesses**

- The involvement of pupils, in decision making and offering their views on issues that affect the school, is very good.
- The school has effective procedures in place for child protection, anti-bullying and health and safety, but there is no regular training for staff on child protection issues and trailing cables and cramped space in the ICT suite make moving around difficult.
- Pupils with special educational needs are well cared for and supported.
- Relationships between teachers and pupils are very good.
- The promotion and monitoring of pupils' personal development are good but the tracking of academic progress needs further work.
- Pupils new to the school, and those transferring to secondary school, benefit from good induction and transfer arrangements.

### **Commentary**

27. The school listens to pupils and takes their views seriously. The school council is very effective and meets regularly to discuss a wide range of issues. Pupils value the opportunity to have their views represented by the council and being involved in making changes to improve the school environment and school routines.
28. The school has effective policies and procedures in place for first aid, child protection, anti-bullying and Internet protection. This ensures that the school provides a safe and caring environment for all pupils and contributes to the friendly atmosphere, both in the classrooms and the playgrounds. The school has an effective policy in place to eliminate oppressive behaviour and there are clear procedures to deal with any incidents. Because of this, pupils and teachers do not perceive bullying as a problem and there is no evidence to support the concerns of some parents that bullying is an issue. There is no regular training for staff on child protection but all are aware of the policy and procedures to be followed.
29. Pupils with special educational needs are well cared for. Teachers plan well for their needs, especially in English and mathematics. A small number of able and committed teaching



assistants support them well. There are consistent approaches by teachers to the identification of pupils with special educational needs, and to the monitoring and recording of their progress.

30. Relationships between pupils and staff are very good. There is a strong sense of mutual respect and trust between pupils and staff. Because of this, pupils feel confident to approach teachers with any problems or concerns they may have.
31. Personal development is effectively checked and is specifically commented on in pupils' annual reports. The monitoring is informal but teachers know the pupils well and information is passed on when the children move up to a new class. The overall tracking of progress, however, needs further work to identify underachievement in particular groups of pupils.
32. There are good induction procedures for children coming into the reception class and children make a smooth transition from home. Those few children who find parting with parents difficult in the mornings are handled sensitively and soon join in happily. The school has very good links with the secondary school to which most pupils transfer. Staff from the school regularly visit to teach the pupils in Year 6 and pupils in both Years 5 and 6 are involved in joint activities such as stage productions and design and technology. Induction days for all the other secondary schools to which pupils transfer are organised prior to transfer to secondary education.

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

The school has **good links with parents and the local community**. Links with other local schools are very good and benefit pupils' learning.

### **Main strengths and weaknesses**

- Parents are involved in pupils' learning both at school and at home.
- The quality of information to parents is good.
- Termly parent/teacher consultations keep parents well informed about attainment and progress.
- The school has good community links, particularly with local senior citizens.
- 'Friends of the School' are very active and supportive.

### **Commentary**

33. Parental support has a significant effect on attainment and progress. There are a number of parents who regularly help in school, specifically supporting group work in numeracy and literacy, hearing pupils read and helping in art. Other parents are available to help with school trips, including the annual residential visit for Year 6. Parental support at home is good and the majority of parents help pupils with homework. Parents of pupils with special educational needs are involved and informed at an early stage of the process and kept informed. Communication with them is good. The school tries hard to ensure that links between home and school are regular and constructive.
34. Pupils' annual reports provide very good quality information on attainment and progress and set individual targets for improvement. The school provides very good information to parents through the governors' annual report to parents. Details of topics that are to be covered during the term and regular newsletters are helpful. There are induction meetings for new parents prior to their children starting school. A few parents felt that communication could be better. The parent questionnaire also raised some concerns about bullying and the school seeking parents' views and suggestions. The inspection found no evidence to support these concerns.
35. Parent-teacher meetings are held every term and provide a good opportunity to discuss attainment, progress and personal and social development with teachers. These meetings are always well attended. Parents' evenings are organised to explain the programme for sex education and drug awareness. A parent questionnaire was sent out prior to the inspection and

the school plans to repeat this on an annual basis. The main issue identified through the last questionnaire was homework where parents' views were considered before implementing the current homework policy.

36. The school has strong links with the local cluster of primary schools and the main secondary school. Staff meet regularly to share information and there is a very good range of joint activities, particularly those organised by the secondary school. These have included arts initiatives in drama, circus skills, theatre and music and a combined stage production. The school has initiated the occasional use of secondary school facilities for design and technology, for example in bread making. Staff in the secondary school regularly visit to teach children and there is a cross-curriculum day for Year 5 pupils when they visit the school.
37. The school has good community links, particularly with local senior citizens who are invited to the Christmas and summer productions. Year 6 pupils serve them tea and there is the opportunity for them to talk to pupils and share their own experiences of when they were at school. Pupils also support a range of local and national charities and are actively involved in environmental projects, which further develop their social awareness. 'Friends of the School', including parents, teachers and members of the wider community, raise significant funds to improve educational facilities at the school.

## LEADERSHIP AND MANAGEMENT

Overall, **the leadership and management of the school are satisfactory**. The leadership of the headteacher is good. Governance and management are satisfactory.

### Main strengths and weaknesses

- Good leadership by the headteacher is providing a firm steer for school improvement through the improved and effective systems for self-evaluation that he has introduced.
- The governing body is very supportive and fully involved in the life of the school.
- Checking and evaluating teaching and pupils' achievements are not yet thorough enough in checking that the actions taken to raise standards are as consistently effective as they might be.

### Commentary

38. Since his appointment two years ago, the headteacher has made significant improvements in the school's systems and procedures that were found to be weak in the last inspection. All these key weaknesses have been fully addressed in spite of the difficulties presented by the staffing changes and instability in recent years. These have now been resolved, and there is a stable and committed staff team with clearly identified roles and responsibilities. Secure curriculum plans now ensure a full and balanced curriculum. There are thorough, regular checks on pupils' attainments, and a potentially good system for tracking pupils' progress as they move through the school. The information from these and other school self-evaluation procedures successfully underpins a development plan that clearly identifies the right priorities and action plans. Although many of the new initiatives are still in their infancy and not yet having much impact on standards, the school is now moving forward well. Standards are rising again, particularly in Year 2.
39. The governing body, ably led by the chair of governors, provides good support for the school. Governors have a secure understanding of the school's strengths and those areas that need to be improved, through their help with school activities, links with subject leaders and the information they receive about pupils' performance. Their growing knowledge means they are beginning to question the headteacher more effectively, for instance about why standards have been low. However, there is still scope for their role as critical friends to be more rigorous.
40. The senior management team and subject leaders have clearly defined roles and responsibilities. Some subject leaders, such as those responsible for literacy and religious education, are ambitious and provide good leadership for their subjects in the example they set

for others in their own teaching. Subject leaders have good information about how well pupils are doing because there are thorough records of pupils' achievements, particularly in subjects such as English, mathematics and science. All have opportunities to check planning and pupils' work and to observe teaching. This has raised valuable issues that have formed the basis of teachers' individual targets as part of the school's sound performance management systems. However, the checking of teaching is not yet well focused or systematic enough in evaluating the effect of school initiatives such as the action taken to improve pupils' writing. When staff observe lessons they do not all pick out sharply enough the features that help or hinder pupils' achievement. This means that staff are not able to adopt the most effective practices and eliminate weaknesses in their teaching as quickly as they might. The evaluation of pupils' achievements gives good information, but it is not yet used well enough by senior managers and teachers to find out how individuals and groups of pupils are progressing. The high achievements of some pupils and the underachievement of others is not always identified clearly enough so that further checks and early action can be taken to bring about further improvements.

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

Income and expenditure (£)	
Total income	454,565
Total expenditure	426,017
Expenditure per pupil	2,315

Balances (£)	
Balance from previous year	18,965
Balance carried forward to the next	28,548

41. The school's financial management systems are sound. Careful consideration is given to ensure that best value is obtained and that the priorities in the school development plan are taken into account when budget-planning decisions are made. All those involved in allocating and monitoring funds are well aware of the finely balanced budget this year and they, the bursar and administrative staff keep a very close eye on spending.

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

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

42. Children enter the reception class in the September before their fifth birthday. Prior attainment on entry is broadly average, though a wide range of ability and pre-school experience is represented. All the children are taught together in a spacious room with three separate areas for different types of activity. The six areas of learning that make up the Foundation Stage curriculum are planned for carefully within the classroom and posters explain to parents what these are. There is a dedicated and secure outdoor space but its use is limited to specific times because it is not possible to supervise from the classroom. Bad weather during the inspection limited its use further. The children have experienced an unsettled period since September because of staff changes resulting from the long-term illness of the Foundation Stage leader. In the recent past there have also been other staffing difficulties that have caused problems of continuity and support for learning in this class. The situation is now resolved and a new, qualified nursery nurse is in post, supporting the Foundation Stage leader and the children well. It is not possible to judge what the effect of this has been on children's learning. Induction procedures are good and appreciated by parents. Parents feel they can approach either of the adults in charge with problems and concern and receive a sympathetic hearing. There is a smooth handover in the mornings although parents are not encouraged to come into the classroom. There is good support for children's learning at home, especially for reading. The Foundation Stage is well led, bringing significant improvements since the last inspection. There is an obvious desire to continue this trend and good use is made of the local education authority to support this process. There is close co-operation between staff and good use is made of learning support and resources. Staff keep a close eye on individual children's progress and plan work that meets their needs.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

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

- Children know the classroom routines well so the day runs smoothly.
- Expectations are clear so the children respond quickly to the teacher and behave very well.
- Activities interest the children so they concentrate well and enjoy learning.
- More could be done to build on children's growing independence.

#### **Commentary**

43. Children feel secure and happy because classroom routines are well established and the teacher and assistant praise and encourage children's efforts. Most children arrive in school cheerfully and the very few that are, on occasion, upset soon respond to the adults' reassurances. When they come in each morning, children choose a book and sit quietly near to the teacher until all are settled. Children respond clearly and confidently to the teacher's individual "Good morning". The day begins and continues calmly.
44. The teacher's expectations are clear to the children and consistently applied. They know they should listen carefully and they do. They respond quickly to requests and signals for quiet and do as they are asked promptly. They take turns and put up their hands when they want to speak. The classroom is well ordered and children get on well together. Even when there is considerable excitement in the room or during physically active sessions in the hall the behaviour is very good. Teaching and learning are good and most children are on course to achieve the early learning goals. (These are the goals set nationally for the end of the reception

year.) Adults value what children say and treat them with courtesy and respect so children learn from them. Not much of their work was on display in the classroom.

45. The activities interest the children and they enjoy learning. They try hard and concentrate well. During the week of the inspection they responded with particular enthusiasm to opportunities presented to learn about dark and light. They learn about the lives of children from different backgrounds and in other parts of the world through a good range of books and stories.
46. In the hall, children help to get out and put away equipment safely and sensibly; for example, they know that floor mats must be carried with a child at each corner. In classroom sessions, children have opportunities to make choices from amongst the activities set out but are not much involved in choosing materials and resources and getting out what they need. There are missed opportunities for children to register their own names in the morning, to undertake jobs in the classroom and to take a lead with some activities. They help efficiently with the morning snack.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- Children make good progress in reading and enjoy books and stories.
- There are good opportunities for classroom talk.
- Writing skills are slow to develop.

### **Commentary**

47. Teaching and learning are good. Children do well in reading. Their achievements in speaking and listening are also good. Achievement in writing is satisfactory. Children are on course to achieve the early learning goals.
48. Most children are beginning to read and many do so well. They clearly get a good start in this class and are well supported at home. Letter sounds are taught thoroughly and children read regularly to an adult in school. Reading diaries indicate what children do well and there are a few good pointers for the next steps. Children make good gains in learning. The most able children are beginning to build words that are unfamiliar to them; for example, they use initial letters, blend letters like 'sh' and double vowel sounds like 'oo'. They use pictures and repetition effectively to help them. They are familiar with many different types of story because of the good use the teacher makes of sharing books and looking closely at the text. Some of them are ready for more demanding books. Captions, labels, lists and instructions on display in the classroom provide children with many informal opportunities for reading. Time is set aside each day for children to choose and enjoy books.
49. Children enjoy and gain from opportunities for talk in the classroom. The teacher asks probing questions that extend children's thinking and many children answer confidently. If their answers are unclear the teacher encourages children to speak so all can hear. She models correct speech very well and subtly extends children's answers to promote more detail. Children are encouraged to discuss what they are doing as they work and snack time provides good opportunities for informal talk.
50. There are good opportunities for children to write in response to story telling. Following the story of the 'Owl Babies', the teacher worked with a group of higher attaining children to help them to write what the owl babies might say when they discovered their mother had gone. The teaching was good. The teacher asked very good questions about the motives of the mother owl and the feelings of the babies. Careful attention was given to recognising speech in the story and discussing the different responses of each baby. The children wrote carefully, some using

capital letters and full stops. There is a writing area set out in the classroom but few children choose to use it. Children have practised letter formation and the teaching of letter sounds is good but there are too few opportunities for children to record their ideas and recount their experiences in words and pictures, on individual and classroom whiteboards and in books. Higher attaining children, in particular, could do better.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- A good range of opportunities is provided for children to learn about numbers.
- Higher attaining children confidently count backwards and forwards and add numbers together.
- Not enough attention is given to number problems associated with classroom routines.

### **Commentary**

51. Planning for number work is good. Children sing action songs including numbers and number rhymes. From these, they get a good idea of ascending and descending order. The teacher asks questions that extend their understanding, and uses the language of size and position well so that children can describe which number is 'one more', who is 'taller' and who sits 'between' two children. There are many games and activities with a number theme that children play independently or with parent helpers and other adults. They use numbers when they work with the robot and computer. As a result they learn to count on, predict distances and compare scores. Achievement is good. Children are on course to achieve the early learning goals.
52. Teaching and learning are good. For example, children make good gains in learning how to add two numbers together. Well-planned games using two dice help children to understand the process clearly. Both teacher and assistant make helpful suggestions when working with children, check their understanding and teach strategies such as counting on from a number. Higher attaining children confidently find totals up to 12. They recognise the pattern of spots on dice without counting. They can reverse the process so, for example, they know what they need to make ten. Opportunities are missed to encourage children to record their work.
53. There are missed opportunities to bring mathematics to life, for children to learn about mathematics through everyday situations in the classroom and outside, and to solve practical problems involving mathematics.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Good planning ensures that the activities provided are enjoyable and promote enquiring minds.
- Children make good gains in knowledge and understanding of aspects of science.
- Links to stories and classroom themes add relevance and meaning.
- Not enough use is being made of the outside area in winter.

### **Commentary**

54. Children enjoyed the experience of playing in a darkened 'cave' and learned about animals and birds that go out at night. They looked at different light sources in a blacked-out room and learned that darkness is an absence of light. The children were amazed when they saw the colours made when light passed through a prism. Good use was made of the county resource

centre so that children could investigate a wide range of candles, lamps and torches. The teacher's questions prompted children to think how things work and to ask questions of their own.

55. These and other activities promote children's knowledge and understanding of science well. A display of magnets and materials in the classroom, for example, encourages children to explore what magnets can do and how different materials behave. A range of growing things – bulbs, flowering and non-flowering plants – and natural materials provides children with further insights. Most children are on course to achieve the early learning goals.
56. Teaching and learning are good. Class themes or topics are used very effectively to add relevance to the work so that children approach new learning from different angles. The current theme of 'dark and light' and others such as 'moving things' provide good opportunities for learning about science. Children learn about the nocturnal habits of birds and animals from stories such as 'The owl who was afraid of the dark' as well as from more formal teaching about light sources. They talk about activities that take place during the day and night and discuss their feelings about being in the dark.
57. On the one sunny day during the inspection, there were some missed opportunities to use the outside area to track the apparent movement of the sun, to look at which parts of the playground were in shade at different times of the day and to investigate shadows. Not enough use is made of the outside area in winter.

## **PHYSICAL AND CREATIVE DEVELOPMENT**

58. It is not possible to make overall judgements about these two areas because little work was seen during the inspection.
59. Each Thursday morning, a specialist music teacher provides children with good learning opportunities to sing, listen to music and play instruments. Children enjoyed listening and counting the two-note cuckoo sound in the music played for them and echoing the sound when the teacher played it on the piano. Children are learning a range of songs and sing together well, especially when the teacher leads with her voice rather than by piano accompaniment. Many children can sing in tune alone. They enjoy opportunities to choose an instrument and play it, for example to represent a frog.
60. Children gain much from using the hall, for example for gymnastic activities. They use the space and the apparatus well and are aware of other children's movements. They co-operate well with each other and try hard to move and balance in different ways. There are opportunities for children to develop manipulative skills when they use small tools and handle small objects.
61. The work in children's folders, although rather sparse, does give examples of a range of artistic and creative work. During the inspection there were few ongoing opportunities as opposed to specific lessons for children to investigate and explore art materials and musical instruments, to draw and make things and to listen to music.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **satisfactory**.

#### Main strengths and weaknesses

- Standards in Year 2 have improved and are now as expected overall and slightly higher in reading.
- By Year 6, pupils' writing is often rich and vibrant, but they do not always use a neat handwriting style and their work is sometimes marred by unnecessary errors in punctuation and spelling.
- There is insufficient pace and challenge in some lessons.
- The leadership of English is good and the school now has effective systems for checking on pupils' attainments and recording their progress as they move through the school.
- School action planning to raise standards in English is good, but checking and evaluating teaching and pupils' attainments are not thorough enough.
- Good support means that pupils with special educational needs achieve well in English.

#### Commentary

62. Standards in English are average by the end of Year 6, as they were when the school was last inspected. The low standards in 2003 reflected the ability of pupils in this year group rather than a falling trend in performance. Standards in Year 2 have been well below average in recent years, but are now rising. The standards found in the inspection are average, with slightly above average attainments in reading, comprehension and speaking and listening skills. Throughout the school, reading, speaking and listening are stronger than writing. Too often, the quality of pupils' writing in Years 3 to 6 is diminished by unnecessary mistakes in spelling and basic punctuation. Pupils do not all develop and consistently use a joined and neat handwriting style by the time they leave the school. Whilst pupils' achievements are satisfactory overall, more able pupils are not always challenged as much as they might be, so that too few pupils reach the higher levels of which they are capable.
63. Teaching and learning are satisfactory overall. Teachers place a strong and effective emphasis on developing pupils' speaking skills. They provide very good role models for speaking, using ambitious words and phrases effectively. They make sure that meanings are clear and repeat the words so that pupils soon use them confidently. Probing questions challenge pupils to explain and describe their ideas fully. This attention to developing their language skills serves pupils well in their writing where imaginative use of words, phrases and complex sentences adds much to the richness of their work. There are good systems for regularly checking on pupils' writing skills that teachers use well to establish the next steps each pupil needs to take. These form the basis of their writing targets, sometimes displayed in their books. The recently improved marking system provides useful feedback on the strengths and weaknesses in pupils' writing, but it is not always thorough enough in ensuring that pupils eliminate weaknesses quickly. Their progress is slowed because targets, like the need to check for correct punctuation, sometimes go on far too long. The good quality written work displayed around the school is not always evident in pupils' daily writing. Good teaching in Year 5, where the teacher insists on high standards of presentation, ensures that pupils write neatly, using a joined style of handwriting more consistently. This is not so in other classes, and it sometimes mars the quality of their work.
64. Pupils do well in reading because teachers place a strong emphasis on teaching the basic skills. Pupils develop a good bank of strategies through shared and guided reading sessions so that they learn to read confidently. Good planning in Year 2 successfully stretches the more able readers so that they work together well, giving detailed answers to challenging questions



- about the book they read. By Year 6, pupils have secure research skills, and sometimes show good comprehension skills in the detailed observations they make about the texts they study.
65. Pupils show interest and behave well in lessons because teachers make their introductions lively. A number of booster groups are particularly effective in strengthening pupils' skills and engaging their enthusiasm, particularly when there are opportunities for extended writing projects on exciting topics. These are sometimes so successful that pupils are obviously disappointed when the lesson ends. Similarly, lower attaining pupils and those with special educational needs achieve well because they benefit from close supervision by well-informed adult helpers as they work on activities carefully adapted for their needs. Very good teaching and learning helped pupils achieve well in a lesson in Year 5 taken by the literacy subject leader. Brisk pace, challenging activities, dramatic role-play and a wide variety of activities had pupils absorbed and working very hard throughout. However, in some lessons, pupils' progress is slowed when activities such as cutting and sticking do not challenge their reading and writing skills enough or where the behaviour of some pupils, particularly boys, is not managed well enough. Although teachers often provide different activities for the most able, these are not always pitched at a high enough level to help them achieve as fully as they might.
66. The leadership of English is good, and the management is satisfactory. The subject leader has a good view of what still needs to be done and provides a good example for others in her own teaching. Recent improvements mean that there are good systems for checking pupils' attainments and for evaluating the effectiveness of the school's provision. The priorities in the school development plan are the right ones to raise standards, particularly in writing. The introduction of target setting, marking policies and an effective system for tracking pupil's progress all have good potential for school improvement. However, these are not yet used consistently well enough. The checking and evaluation of teaching are developing steadily, but senior managers and the subject leader do not check lessons rigorously enough so that others can adopt the good features and improve weaknesses. Lesson observations are not thorough enough in establishing what features help different groups of pupils in their learning, or in evaluating the effect of recent school developments, particularly in writing.

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

67. Although the school does not have formal planning for this, pupils extend their skills satisfactorily in all aspects of English in other subjects. They write notes, letters, descriptions, instructions and reports in subjects like design and technology, art and design, history, religious education and geography. There are good opportunities for pupils to ask questions, explain their ideas and listen to the views of others in discussions like the one on 'living and growing' in Years 5 and 6. Pupils listen carefully and ask pertinent follow-up questions to find out more. There are some opportunities for pupils to use their ICT skills in word processing their written work and practising their reading skills using computers. Although this aspect, weak in the last inspection, is not yet as strong as it should be, the school is currently working to provide more opportunities.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are above national expected levels at the end of Year 6.
- Pupils make good progress in Years 5 and 6.
- There are good plans for further improvement but the analysis of data is not good enough.
- Careful marking helps pupils to improve but target setting is not good enough to improve progress.
- There are insufficient opportunities to improve progress by using mathematics in other subjects.

## Commentary

68. Pupils' achievements are satisfactory overall by the end of Year 2 and Year 6. Standards are broadly in line with national requirements by the end of Year 2. However, standards are higher in number work, with some pupils exceeding national levels. Standards for the current Year 6 cohort are above national levels. This is because pupils in Years 5 and 6 make good progress. Although progress is uneven in Years 3 to 6, standards are not falling as they have done over recent years at the end of Year 6. However, work is sometimes not challenging enough for more able pupils, which prevents them from making the best possible gains in learning.
69. Teaching and learning are satisfactory overall. Good teaching was seen in Years 5 and 6 during the inspection. Where lessons were judged good, teachers have high expectations and pitch work at appropriately challenging levels for most pupils. Purposeful questioning develops clear understanding of new knowledge. High levels of enthusiasm from the teacher, good relationships and secure subject knowledge help to keep pupils motivated and involved. As a result, pupils put more effort into getting it right. Learning support assistants work well with pupils with special educational needs and other lower attaining pupils. When this happens, these pupils make good progress. These positive features of lessons help to explain the good attitudes to learning and mostly good behaviour seen during the inspection, which contribute to the standards attained. Sometimes ineffective time management and occasionally pupil management hinders progress. Work is not presented tidily enough in Year 3 and pupils in Years 1 and 2 complete almost all work on paper, which does not encourage them to take pride in their work. 'Real life' mathematics is not used often enough to help pupils appreciate the importance of number in their daily lives and to bring the curriculum to life for them.
70. The subject is soundly led and there are good plans for the subject's continued development that contain clear time scales for their completion to ensure there is enough rigour in the process. There is now a clear framework for developing knowledge, skills and understanding as pupils move through the school. This is an improvement on the findings of the last inspection. Teachers monitor pupils' work carefully, maintaining informative records to help them identify what pupils know and understand and what requires attention. They are placing increased emphasis on the provision of opportunities to develop initiative and understanding through investigative and problem-solving tasks. Displays are not high profile enough to celebrate pupils' work, interest and involve them, or to help them acquire and develop a mathematical vocabulary. Data from national tests is analysed and the subject leader checks and evaluates lessons to establish what works well and what needs doing to help raise standards. However, data analysis is not yet rigorous enough, such as through analysis of the performances of boys and girls.
71. Careful and conscientious marking by teachers is increasingly helping pupils to move forward with their learning. Pupils do not yet have precise targets, however, to help them understand how well they are doing and what they need to learn next, although this has been identified for development. Some teachers do not give pupils a clear sense of direction by sharing lesson objectives with them in language they can readily understand. They do not always assess the extent to which objectives have been met so that they can judge the next steps.

## Numeracy across the curriculum

72. The development of mathematical skills, knowledge and understanding through other subjects is evident, such as through data-handling activities in science and ICT, but it is not yet strong enough. Opportunities are often identified in planning, but not yet as part of a systematic approach.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- The emphasis on investigative work develops pupils' understanding well.
- Pupils do well in their study of materials.
- Pupils in Year 5 achieve well because the work is challenging.
- There are effective systems for assessing what pupils know understand and can do, but the information gained is not used well enough to plan challenging work for more able pupils.
- Pupils in Years 1 and 2 have had some useful first hand experiences but pupils' written work is rather thin.
- There is room for improvement in the way that ICT is used to support the work.

### Commentary

73. Throughout the school there is an emphasis on investigative work. This is helping to develop an understanding of scientific method and gives pupils a greater insight into the work. The work in pupils' books shows that they learn to predict what might happen, make and record their observations and, as they get older, draw conclusions and evaluate their work. Pupils in the older classes are beginning to design their own investigations and most understand how to keep a test fair. Pupils' work in books indicates that investigative work is frequent in most years.
74. Teaching and learning are satisfactory overall with good features in several classes. There are examples of good work on materials throughout the school. The work builds well, in logical steps. Pupils in Year 1 consider the properties of different materials and sort them. They link their learning with their knowledge of everyday objects. In Year 2, pupils' understanding is developed well when they find out, from their study of buildings in the locality, how materials are used. In Year 4 pupils make good gains when they investigate solids, liquids, mixtures and solutions.
75. Pupils' achievements are satisfactory and standards broadly average by the end of Year 2 and Year 6. In Year 5, pupils' books indicate good achievement with much challenging work. As in other classes, there is an emphasis on investigative work. In all the topics covered pupils produce a lot of work. The teaching is thorough and pupils move on at a good pace and work at much the same level as those in Year 6. These pupils are on course to achieve above average standards next year.
76. The leadership of the subject has ensured that important developments have taken place but there is further to go in checking that these are working well. Teachers assess pupils' work at the end of each topic so that they know who understood the work, who exceeded expectations and who required further support. There is also a useful system to assess pupils' investigative skills. Whilst this gives teachers a picture of how successful their teaching of each topic has been and how it might be adapted in the future, the information is not used well enough to plan work for different groups. For example, evidence from the lessons observed and work in pupils' books almost always indicate that all pupils undertake the same work. Provision is often made for lower attaining pupils to help them do their best. They are given the support they need by teachers and learning support assistants to tackle the work and are sometimes provided with helpful recording formats. There is little scope for higher attaining pupils to do more difficult work or to make decisions about how to record it. As a result most of these pupils work comfortably within their capabilities. A significant minority in both key stages could achieve more. The tracking of pupils' progress is developing but there is scope for further improvement, especially in predicting what pupils are capable of in the future. In the past, teachers' assessments at the end of Year 6 have not been very accurate and this makes target setting unreliable.

77. Pupils in Year 2 have gained much from first-hand experiences and work in the immediate environment. They have investigated plants and animals in the school grounds and learned about different habitats. They have learned at first hand about young babies and interviewed a new mother. Pupils in Year 1 have gained much from their work on materials, as described above. Over the year so far, however, pupils' work indicates that science lessons are sometimes infrequent. For example, in the run-up to Christmas, little work is recorded. Pupils in Years 1 and 2 record their work on loose sheets of paper and this is not helping them or teachers and parents to look back at their work and gain an overview of what they have achieved.
78. There are a few isolated examples of pupils using ICT to support the work. In Year 4, for example, pupils use a data-logging program to record temperature. Although there are several computers in each classroom, these are not used as a normal part of science lessons to find things out, consolidate specific topics or record numerical data and other information.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Standards over time are rising because of the increasing emphasis given to the subject.
- The subject is well led; it has improved substantially since the last inspection because it has been a school priority.
- The computer suite is used regularly to benefit pupils but it is too small for some classes.
- The checking and evaluation of teaching and learning are not rigorous enough.

### Commentary

79. Pupils make sound progress as they move through the school to reach standards that are in line with national levels at the end of Year 2, and are close to, but a little below, national levels at the end of Year 6. However, standards are rising in response to the emphasis now given to the subject. Teaching and learning are sound overall and sometimes good. Good teaching was observed in Year 5 during the inspection. The teacher's good subject knowledge, questioning of pupils and use of available resources helped pupils to achieve well. Pupils were given much encouragement, which ensured that they had positive attitudes, worked hard and were determined to succeed. Pupils increasingly use the Internet for research purposes, shown when Year 6 pupils investigated good and poor websites. Rules for responsible Internet use are given good emphasis. Some areas are not given enough attention. For example, the sharing and exchanging of information is at an early stage, although further developments in this area are planned. Work in control technology has taken place but is not in sufficient depth.
80. The subject is well led. As a result of the subject leader's rigour in the pursuit of higher standards and the speed at which teachers are becoming familiar with the new scheme of work, there have been substantial improvements since the last inspection. Assessment is now built into the new scheme, which will support a consistency of approach as pupils move through the school. The checking and evaluation of teaching and learning as means of raising standards, however, are not rigorous enough. The subject has a high profile in displays to help celebrate pupils' work, motivate and interest them and help them acquire knowledge and understanding.
81. All classes now have regular access to the computer suite. This gives all pupils good opportunities to develop important skills. All teachers use the available technology well in the computer suite, such as the interactive whiteboard, to reinforce and extend learning. However, one class is too large to enable pupils to derive maximum benefit from the suite. These pupils are not supported effectively because of the large numbers and restricted space, especially

when no additional help is available. As a result, pupils spend time waiting for help when they could be developing their skills.

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

82. There is increasing evidence of the use of ICT in other subjects, although it is still not used enough. For example, Year 2 pupils, in a link with geography, use ICT to produce a pictogram of different types of houses in the village, and in a link with mathematics, Year 5 pupils learn to use formulae in spreadsheets. Classroom computers are not used enough to support learning in other subjects.

### **HUMANITIES**

83. No lessons were observed in **geography** and **history**, so it is not possible to make overall judgements. Evidence from pupils' completed work indicates that in **geography** good attention is given to work in the environment both near at hand and further afield. From an early age pupils become familiar with maps and this is developed well through opportunities to work with maps in different locations, for example in Cleethorpes. Visits are used well to develop a range of geographical skills. There are good links with other subjects, for example in science, so that the work on materials in Year 4 is given a significant boost when pupils visit the recycling centre. Visits also play a significant part in pupils' understanding of history and contribute to pupils' cultural development. The Year 6 visit to Eden Camp, for example, brings alive the conditions in Britain in World War II as well as increasing pupils' understanding of the war. There is good quality work on Ancient Greece in Year 5. In Years 1 and 2, linking historical and geographical aspects gives children a good understanding of the local area. There is some evidence of computers being used as a research tool, for example in Year 3, but there is scope for a much wider use in many other areas of geography and history.

### **Religious education**

Provision in religious education is **satisfactory**.

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

- The subject is well led and holds a significant place in the school's curriculum.
- Visits to places of worship and visitors to the school help to develop pupils' understanding of how religious faith influences people's lives.
- There are good opportunities for pupils to give their personal responses to aspects of the work but sometimes the tasks given do not develop pupils' ideas and understanding further.
- Aspects of the subject are well taught.

#### **Commentary**

84. The subject leader has ensured that religious education continues to be taken seriously. Its position in the curriculum has been maintained at a time when there has been a national focus on English and mathematics and many other demands on curriculum time. It is not possible to judge improvements as religious education was mistakenly omitted from the last inspection report. Pupils at the end of Years 2 and 6 reach the standards expected by the locally agreed syllabus. Their achievements are satisfactory although sometimes more able pupils could do better. Insufficient demands are made on them when writing tasks are the same for all. Good planning ensures that the curriculum is covered well and meets the requirements of the locally agreed syllabus. There are appropriate links with personal and social education but religious elements are not lost within these links. Religious education makes a good contribution to pupils' spiritual development. In most classes, pupils' work in religious education is kept separate from other subjects so that the development of religious knowledge and understanding can be seen clearly. In Years 1 and 2, work on loose sheets of paper, often

undated, is not helping to build up this picture and in some other classes the work is mixed up with personal education. Displays, particularly in the hall and Year 2, inform and interest pupils and celebrate their ideas and learning.

85. Pupils have gained much from visits to places of worship. During their time in school they participate in visits to local churches, a mosque, a synagogue and a gurdwara. Visitors of several denominations and faiths visit the school to share with the pupils their beliefs and what inspires and motivates them. Pupils consider what made Jesus a good leader. This theme is developed further in school when pupils consider other people who changed the world. A display of work about Martin Luther King, Gandhi, Florence Nightingale and others gives pupils pause for thought.
86. Pupils are given some good opportunities to give their personal responses to the work through reflecting, talking and writing. Pupils' work shows that they have listened and responded to religious music and icons. They have reflected on Bible stories and the life-changing experiences of religious leaders and believers. Pupils' spiritual development is nurtured well through these experiences. There are times, however, when the work given, following whole-class teaching, becomes a mundane writing task and the religious element loses its impact. The range of responses is rather narrow.
87. Teaching and learning are satisfactory overall. Aspects of the work are taught well so that pupils have gained much from themes such as 'New Beginnings', 'Belonging' and 'Life as a Journey' and the work undertaken on the daily life of followers of different faiths. There is some good marking, for example in Year 5, which relates specifically to religious understanding and guides pupils' thinking. Learning about religious ceremonies, celebration and commitment is built carefully into the work.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Inspectors observed two lessons in **art and design**, one in **design and technology**, two in **music** and one in **physical education**. These lessons, along with evidence from looking at pupils' completed work, talking to pupils and sampling extra-curricular activities, form the basis for judgements but there is insufficient evidence to make overall judgements about provision in these subjects.
89. Standards in **design and technology** are in line with national requirements by the end of Year 6. This is because the subject has a high profile, which gives pupils good opportunities to develop knowledge, skills and understanding as they move through Years 3 to 6. In Year 5, the teacher's high expectations ensure that pupils' designs are of good quality. Pupils in Year 6 benefit from challenging activities at the local secondary school. Pupils evaluate their work well.
90. The evidence from teachers' planning and pupils' work on display and in their sketchbooks indicates that standards in **art and design** are at least satisfactory. Pupils develop good observational skills and the quality of some of their drawings is above average. In this aspect their achievements are good. Pupils make good use of their sketchbooks in designing their projects and in practising and experimenting with the new skills that teachers develop systematically through effective direct teaching. Good attention to line and shading are evident in their attractive and well-presented work. Some of their interlinked projects give valuable opportunities to develop their artwork using their skills from other subjects, such as using a digital camera or a computer program to create pictures of fruit, or to produce a portrait of Beethoven as part of their work in music. In a good lesson in Year 2, an art activity arose from an interesting book that pupils read as part of their literacy work.
91. Pupils achieve well in singing and their skills are good. Very good teaching by a specialist music teacher means that pupils sing tunefully and with good pitch and control. They enjoy singing, and work very hard because the teacher keeps their attention well with a brisk pace, good demonstrations and encouragement to practise and improve their performance. Pupils

particularly enjoy the challenging, but interesting songs she chooses for them, such as those linked to the 'Firebird' story. The **music** curriculum is considerably enriched by the opportunities pupils have to sing in the choir, to learn to play the guitar, violin, recorder, brass and woodwind instruments. Pupils obviously practise hard, because the school orchestra provides good quality performances in assemblies and the local Music and Drama Festival.

92. A good range of extra-curricular activities successfully enriches the school's provision for **physical education**. Football, netball, rounders, athletics and other sporting clubs boost pupils' skills well. The subject leader is very keen to encourage pupils to be active and interested in sport. To this end, the introduction of playtime sports activities, organised and supervised by pupils in Years 5 and 6, is an innovative and valuable recent development. Planning ensures that all aspects of the subject are taught systematically. Teachers are clear about the skills that pupils are to develop in lessons. Pupils listen carefully to instructions so they know what is expected, and their behaviour is good. They understand the importance of warming up before exercising and use space well in sessions in the school hall. Good use of lively music means that boys and girls are equally enthusiastic and hard working when participating in dance activities.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social, health education and citizenship (PSHCE) is **very good**.

### **Main strengths and weaknesses**

- The subject is very well led.
- Good use is made of the expertise of outside agencies.
- Pupils are given good opportunities to ask questions and discuss their feelings.
- The subject contributes well to pupils' understanding of their responsibilities.

### **Commentary**

93. The subject leader has promoted the subject strongly and her involvement in the 'Healthy Schools' initiative is helping to ensure that effective development continues. The scope of the programme is wide ranging and covers, amongst others, aspects of personal development, healthy living, social skills, sex and relationship education, drugs education, keeping safe and citizenship. There are good links with the school's provision for spiritual, moral, social and cultural development. As the programme builds, so pupils become more knowledgeable and better able to make informed choices. The programme has a positive effect on pupils' attitudes and behaviour. Pupils in Year 6 say that they feel well prepared for secondary school.
94. Teaching and learning are good. The lessons observed, planning, records, the work in pupils' books and their views indicate that teaching is thorough and effective. Very good use is made of the expertise of the school nurse to contribute to sex and relationships teaching. Parents have approved a series of talks and videos and these are presented very well. There is plenty of time for questions either anonymously through the 'ask it basket' or directly, during and after each lesson. Pupils respond sensibly and ask and answer questions with growing confidence. Pupils say that many of their anxieties about growing up have been alleviated. The school also uses the expertise of a multi-disciplinary drugs education team to inform pupils about the safe use of medicines and the dangers of drug misuse.
95. Pupils welcome opportunities to ask questions and discuss their feelings in 'circle time' when they sit around the teacher to respond to various themes such as friendship, resolving conflicts and respecting differences. Pupils say that these sessions are also used to deal with any unpleasant incidents that arise during the school day.

96. Aspects of citizenship are used to develop pupils' sense of responsibility for their school and the wider community. Pupils are encouraged to take an active part in the school council. Those chosen as representatives take the task seriously and show pride in representing their class. They are learning that it is possible to influence change and understand the responsibility that influence brings. Pupils' participation in mock elections has given them a better understanding of the democratic process. Environmental issues such as waste and recycling are considered and taught as part of science and geography topics.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	4
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
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	2
<b>The leadership and management of the school</b>	<b>4</b>
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).*