

INSPECTION REPORT

**THE HUMBERSTON C OF E VOLUNTARY CONTROLLED
PRIMARY SCHOOL**

Humberston, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 118012

Headteacher: Mr Richard Dawson

Lead inspector: Mr Geoff Cooper

Dates of inspection: 4 to 6 May 2004

Inspection number: 258133

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 to 11
Gender of pupils:	Mixed
Number on roll;	302
School address:	Church Lane Humberston Grimsby North East Lincolnshire
Postcode:	DN36 4HZ
Telephone number:	01472 813474
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Appropriate authority:	The governing body
Name of chair of governors:	Mr CP Johnson MA
Date of previous inspection:	5 – 8 May 1998

CHARACTERISTICS OF THE SCHOOL

Humberston Voluntary Controlled Primary School is a large school currently admitting 302 boys and girls age four to eleven. It has a Church of England foundation and maintains close links with the parish church. It is situated in the village of Humberston, close to the seaside resort of Cleethorpes and to the busy port and town of Grimsby. The school was recently awarded Investor in People status, recognising its concern for the professional development of those who work in the school. It is also part of a local education authority initiative, 'Accelerated Learning Project'. The local community uses the school for Sunday school and a range of community activities for children. A daily pre-school playgroup has a room on the school premises and the community police officer has a secure police office on the school site. Good links are maintained with a local teacher training institution and with the principle feeder secondary school. The setting of the school is one of balance: neither richly privileged nor deprived. Pupils arrive in the school with a wide range of early knowledge and skills. On balance, attainment on entry is average. Almost all pupils come from a White British background. The small numbers of those coming from other ethnic origins are familiar with the language of the classroom and there is no incidence of pupils learning English as a new language. A relatively low proportion of pupils are identified as having special educational needs, although the number of those with a statement of special needs, recognising their greater learning difficulties, is above average for schools of this type. Although not identified as a major factor in standards achieved in the school, the mobility of pupils (that is, those arriving at and leaving the school at other than the usual time) is relatively high for schools of this type.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23647	Mr G W Cooper	Lead inspector	English English as an additional language Geography History Religious education
13450	Mrs J Madden	Lay inspector	
21910	Mr G Longton	Team inspector	Science Information and communication technology Art and design Design and technology
11419	Mrs P J Underwood	Team inspector	Areas of learning in the Foundation Stage Mathematics Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Humberston Church of England Voluntary Controlled School is an **effective** school where pupils generally achieve well. Teaching and learning and leadership and management are good overall. Standards vary a great deal from year to year. Current standards are good in English, mathematics and science towards the end of Year 6 when pupils are eleven. The school provides **good** value for money. Attainment on entry to school varies a great deal from year to year.

The school's main strengths and weaknesses are:

- Leadership and management are good, ensuring an effective climate for learning.
- Standards are above average overall and achievement is good.
- Teaching and learning are good overall, although a few lessons are less demanding.
- The school provides a well-enriched curriculum.
- Provision for children in the Reception Year and for pupils who find learning difficult is good.
- Attendance and links with a supportive community are very good and support achievement very well.
- Parents and pupils think well of the school but more can be done to take account of their views of the school.
- Where learning is sometimes slower and assessment occasionally used less effectively, particularly in motivating higher attaining pupils, senior managers should be more active in seeking to remedy inconsistencies.
- Pupils have effective reading skills but the use of these is not developed sufficiently to encourage independent learning.

Good improvement has been made since the previous inspection. Standards and achievement are better, particularly in the Reception Year and in Years 3 to 6. Attendance and punctuality are significantly better. Teaching and learning have improved overall. Good improvement has been made in the curriculum. Most curriculum leadership roles have changed recently and this remains an area of development for the school, as it was at the time of the previous inspection.

STANDARDS ACHIEVED

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

*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.*

Achievement is **good** overall. Children in the Reception Year achieve well, as do pupils in Years 3 to 6. The results of National Curriculum tests vary a great deal from year to year, both when pupils are seven and eleven. This is unusual for a school of this size. In 2003, seven-year-olds attained results that were well below average. The results for eleven-year-olds were average in English and mathematics and above average in science. Fewer pupils than in most schools achieve the higher levels possible in standard tests. Standards in the work seen in reading, writing, mathematics and science are better than the results of tests. This can be attributed to the nature of different year groups of pupils and to better teaching. Children in the Reception Year are well on target to achieve or exceed the goals set for their learning by the end of the year. Where there is sufficient evidence to make judgements, standards by the end of Year 2 are generally in line with those expected although in religious education standards exceed those expected. Standards by the end of Year 6 are above those expected in English, mathematics, science, art and design, design and technology, religious education and geography. Standards in information and communication technology (ICT) and history

match expectations. Pupils who find learning difficult achieve well because their needs are well managed and supported. Pupils have effective reading skills but few opportunities to use them for independent learning.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **good**. Their attendance is very good and the vast majority of pupils come to school on time. They are positive about their school life and behave well. They are very well involved in life beyond the usual classroom activities. The school makes many opportunities for them to be confident about themselves and to have a good and positive self-image.

QUALITY OF EDUCATION

The overall quality of education is **good**. Teaching and learning are **good** and assessment **satisfactory**. Teaching in the Reception Year is particularly strong. A consistent strength of the school is the way teachers encourage pupils and motivate them in their learning. Some lessons do insufficient to challenge higher attaining pupils. Pupils enjoy a good and very well enriched curriculum. In the Reception Year staff awareness of how children learn is very good. The match of support staff to the curriculum is a strength of the school. The school cares well for its pupils. However, there are no formal strategies for seeking, valuing and acting on the views of pupils. Very good links with the local community support pupils learning effectively.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Governors work well in partnership with the school to ensure their legal requirements are met. Good leadership and management ensure that pupils work and play together in a stable learning environment. The professional and personal development of members of staff are very good, contributing to the good morale of staff and the good example they set to all pupils. Good leadership and management of the school have a strong effect on pupils' achievement. Not enough is done to eradicate inconsistencies in the quality of teaching through evaluating and developing lessons.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Meetings with parents and a canvassing of their views show that they are very satisfied with its work. Parents think well of the school. They are particularly pleased that their child likes school and appreciate its positive learning environment. Pupils enjoy their school life. They recognise that they benefit from a full and very well enriched curriculum.

IMPROVEMENTS NEEDED

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

- Achieve consistency in standards, teaching and learning and the use of assessment through an intensified senior management role in the monitoring of lessons and pupils' work.
- Increase the pace and challenge of some lessons, particularly in what is expected of higher attaining pupils.
- Improve strategies for listening to and taking account of the views of parents and pupils; and
- Intensify the use of pupils' reading skills to improve their independent learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards vary a great deal from year to year and are currently **above those expected** by the time pupils are eleven. Children in the Reception Year are well on target to achieve or exceed the goals set for their learning. Standards are average at the end of Year 2 but above average at the end of Year 6. Achievement is **good**.

Main strengths and weaknesses

- Achievement is good throughout the school.
- Children are well on course to attain and often exceed the goals set for the end of the Reception Year.
- By the time pupils are eleven, standards are above average in English, mathematics, science, religious education, art, design and technology and geography.
- Fewer pupils than in most schools achieve the higher levels possible in National Curriculum tests.
- Pupils who find learning difficult and those with specific gifts and talents, make good progress and achieve well.

Commentary

Standards at the end of the Foundation Stage

- 1 Children in the Reception Year are well on target to achieve, and in some cases exceed, the goals set for their learning by the end of the year. This is because they are well taught and nurtured and because their personal development makes them willing and eager learners. Most will have achieved and many will have exceeded the expected goals in personal, social and emotional development. Children are calm, maintain good relationships with adults and other children. They show interest and perseverance. Early language and communication skills are well established. Children discuss freely, show interest in books and reading, already know how to spell and sound out words and begin to write purposefully. They count accurately and enjoy the range of number games and rhymes to which they are introduced. They explore the real world around them, beginning to interpret their findings in pictures and models. A good range of creative opportunities gives them confidence in making music, painting and making three-dimensional artefacts. Good opportunities are provided to ensure the development of physical skills, through running, jumping and climbing but also in the development of the fine skills of cutting, pasting and holding a pencil or paintbrush. Cumulatively, children are accumulating a good range of new skills and knowledge, ensuring that they achieve well.

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

Standards in:	School results	National results
Reading	14.6 (16.2)	15.7 (15.8)
Writing	14.3 (15.0)	14.6 (14.4)
Mathematics	16.1 (17.2)	16.3 (16.5)

There were 51 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.1 (30.0)	26.8 (27.0)
Mathematics	26.9 (28.6)	26.8 (26.7)
Science	29.6 (30.0)	28.6 (28.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year

- 2 The results of the school's National Curriculum tests vary a great deal from year to year. Much of this variation can be attributed to year-to-year differences in the attainment of pupils on entry to school. However, other contributing factors have been the quality of teaching received in the past, the range and depth of the curriculum and the way in which measurements of prior attainment are used. The results for seven-year-olds in 2003 were significantly lower than those in the recent past. Reading was well below average for schools nationally and writing and mathematics were below average. Compared with schools in a similar setting, results were well below average. Pupils performed quite strongly at the average level but less well at the higher levels possible. There is usually little difference in the standards of boys and girls, but in 2003 girls performed less strongly than boys. The results for eleven-year-olds in 2003 were average in English and mathematics and above average in science. This is not as good as in 2002 but better than 2001. When seen against the performance of these pupils when they were seven, their results were average in English and mathematics but above average in science. There is some tendency in the school for girls to outperform boys, although the difference is not profound. The overall trend of results in the school is broadly similar to the national trend of results. The standards of work seen during inspection are better than those found in recent National Curriculum tests, especially towards the end of Year 2 when pupils are seven.
- 3 Pupils currently achieve well. They are well engaged in their tasks and deal efficiently with their work. Because they are enthusiastic, they make good progress. This is particularly the case in English, maths and science by the time they are eleven. They are enthusiastic readers, listen well and express their ideas fluently. They have a good and growing understanding of the world of number and mathematical ideas. They are taught to think and work as young scientists. Pupils who find learning difficult are well supported and make effective progress as a result. Those who have particular skills, gifts and talents are well nurtured by the school and they also make good progress. Good standards of attainment are found in subjects where pupils have opportunity to exercise their skills in literacy and numeracy and their creativity and imagination. At the age of seven and eleven, standards are above average in art, design and technology and religious education and when eleven, standards in geography are good. Achievement is good. Standards are good because pupils are well motivated, concentrate and work hard. Good achievement is the result of well-informed teaching that encourages learning and the benefits that are gained from a broad and very well enriched curriculum. Pupils with special educational needs make good progress and most frequently reach their individual targets. These targets are now increasingly close to those of the rest of the class and the expectation that these pupils will attain expected levels with support is the norm. As a result of good teaching, linked to very effective support by teaching assistants, these pupils achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good** overall and well developed by the school. Attendance is very good and punctuality good. Pupils' attitudes' and behaviour and their spiritual, moral, social and cultural development are also good.

Main strengths and weaknesses

- The majority of pupils' learning is very well supported by their attendance and punctuality.
- Pupils are happy and most enjoy lessons and the opportunities offered by the school.
- Behaviour is based on universal expectations of good conduct.
- Good relationships amongst pupils reflect the ethos of partnership amongst staff.
- Personal development, in particular the spiritual development of pupils is creating mature individuals.

Commentary

- 4 Nearly all pupils want to come to school encouraged by their parent's positive attitudes to education and the happy atmosphere in the school. Younger pupils are settled by their parents and are immediately involved in the life of the classroom. A few pupils are consistently late for the start of the school day and this is followed up by the school; however, the majority arrive in good time for the start of lessons.
- 5 Pupils are proud of their school and appreciate the provision it makes for them. In the majority of lessons pupils are lively and interested, they listen carefully to the teachers and respond well to questions. Appropriate praise from their teachers ensures pupils are engaged and interested and keen to achieve as well as they can. The additional activities organised by the school are very well supported.
- 6 Behaviour is good and pupils move around the school and the playground with thought for others so that very little time is wasted on matters of discipline. During lessons there is minimal disruption of learning by inappropriate behaviour due to teachers good pupil management strategies. There have been no exclusions from school in recent years.
- 7 The overwhelming majority of pupils spoken to during the inspection feel that it is a friendly school and a number of pupils starting mid-term had no problems feeling welcome and making friends. In lessons pupils work well as partners and in groups, this co-operation results in improved learning and good negotiating skills. Pupils with special educational needs have good attitudes to school. They are very well integrated within the school community. The level of support and encouragement that they receive has a significant effect on their self-esteem and on their achievement. They are confident to ask for assistance and assured that it will be readily available.
- 8 Personal development, especially pupils spiritual development, is ensuring they making progress towards becoming mature individuals; a pertinent example being the follow up discussion after a visit to the church by Year 2 pupils about the great mysteries of life and death. The school makes good provision for personal development. Pupils are well supported through themes in assembly and religious education. Beyond this, the school makes good use of poetry and art to give pupils a secure understanding of themselves and others. There is good guidance about moral issues and pupils understand both what is right and what is wrong and also that individuals can find themselves in a moral dilemma. Good opportunities are provided for an understanding of living in society and for the development of the skills of working together. Pupils' understanding of their own culture is good because the school's provision for them is good. However, there are limitations to their understanding of the nature of life in a richly diverse society, although the school does teach understanding and respect for the wide range of world faiths found in Britain. Overall, pupils have good opportunities to grow in maturity and self-esteem and to learn to appreciate the values and beliefs of those around them.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.1
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 school provides a **good** quality of education. Teaching and learning are **good** overall, although there are improvements to be made in the use of assessment and in challenge for the more able. The school makes **good** arrangements for the care and welfare of its pupils. Links with the community are **very good**. More can be done to listen to and act on the views of pupils and parents.

Teaching and learning

Good teaching ensures that pupils **learn and achieve well** throughout the school. Teaching is particularly strong in the Reception Year where strategies for assessing the progress of children are well used.

Main strengths and weaknesses

- Very good teaching and learning characterises the work in the Reception Year.
- Elsewhere in the school, teaching and learning are good.
- The encouragement and engagement of pupils is a particular strength in their learning, supporting good achievement.
- The school has good information about pupils' progress in English, mathematics and science but the use of this information is insufficiently effective to raise expectations of higher attaining pupils.
- While most lessons are interesting and briskly paced, some do not challenge all pupils effectively.

Commentary

- 9 The overall picture of teaching and learning is positive. There are many strengths in the quality of teaching and the bulk of lessons effectively engage and motivate pupils in their learning. As a result, pupils learn and achieve well, and in many cases attain standards better than those expected for their age. The quality of teaching is summarised in the table below.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (23%)	33 (69%)	4 (8%)	0 (0%)	0 (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.

- 10 It can be seen that nine out of ten lessons were good or better with almost one in four being very good. No lessons were judged to be less than satisfactory. Included in the strengths of the teaching is good understanding of the needs of pupils and of the curriculum. This is particularly so in English and mathematics where the skills of literacy and numeracy are well taught. Because teachers are well in touch with pupils' learning needs they make good provision for those who find learning difficult. However, there is room to challenge some

brighter pupils with more demanding work. Generally, teachers plan well, use strategies that appeal to pupils in their learning, take lessons confidently and briskly and ensure that behaviour is good, so that learning can take place in a calm and orderly working environment.

- 11 Teaching is particularly strong in the Reception Year. This ensures that in their learning children are kept well in touch with the goals they are expected to reach by the end of their time in Reception. They learn so well that few are behind their targets, most are well on target and a proportion are likely to exceed their targets by the end of the year. This represents good, and sometimes very good, achievement. Adults have a good understanding of the curriculum for children of this age, they know how children learn best, plan interesting and challenging activities and use their knowledge of children's progress well to plan for further progress.
- 12 The most common and consistent strength of the teaching is the way teachers encourage and engage pupils in their learning. This is a common characteristic of all classes. Relationships between adults and pupils are good, giving pupils confidence in what they are doing. Praise and reward is given appropriately, encouraging pupils to make a strong effort in what they do. Most lessons and tasks are interesting, engaging pupils in the content of their activities. This is a strong stimulus and motivation to learning and a consistent factor in pupils' achievement. It leads to good behaviour and this in turn ensures that all pupils have the opportunity to focus on the teaching and concentrate on the quality of their own work.
- 13 The school has effective strategies for monitoring the progress pupils make by assessing their work and gathering data from national tests and voluntary tests. The data is used to create a general overview of how well pupils are doing so that plans can be modified for the class. There is less effective gathering of information about progress in other subjects of the National Curriculum. Nor is there a consistent whole school strategy for setting targets for individual pupils and sharing those targets with parents and pupils. This means that many tasks are planned in common for all pupils of all abilities. The support given to pupils with special educational needs ensures that they continue to make good progress. However, some tasks do not cater well enough for the learning needs of higher attaining pupils. This is a characteristic that shows through to some extent in the results of standard national tests when pupils are seven and eleven. Occasionally, the pace of lessons is flat and this does insufficient to inspire pupils in their learning.
- 14 All teachers are familiar with the Code of Practice for supporting pupils with special educational needs. Pupils are identified as soon as possible in the Foundation Stage or when they begin at the school part way through their primary education. The special educational needs coordinator and the teachers and support worker discuss the pupils individual education plan based on targets that need to be worked on. Short steps are essential to enable each identified pupil to realise that progress is being made. All of the class teachers work hard to help all pupils to make measurable progress and they receive good help from all support staff.

The curriculum

The curriculum is **good**. It provides its pupils with a good range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs. The curriculum is very well enriched by activities out of school hours, visitors into school and visits out of school. Staffing, accommodation and learning resources are good.

Main strengths and weaknesses

- The school provides a balanced and interesting curriculum, which prepares pupils successfully for the future stages of education.
- The strategies for teaching literacy and numeracy are effective and are developed well through work in other subjects.
- There is good provision for pupils with special educational needs.
- The school has no formal strategy for listening and responding to the views of pupils.

Commentary

- 15 The school's curriculum has been reviewed and improved in recent years. Individual subject coordinators are now responsible for every subject of the curriculum. There are now well-structured schemes of work in place for all subjects based on the latest national guidelines. The planning for pupils in mixed-age classes is particularly good, making sure those pupils of both ages are well provided for.
- 16 The curriculum in the Foundation Stage is good. It is strongly established in the expected areas of learning for children of this age. It caters well for the development of their skills, knowledge and understanding.
- 17 Pupils with special educational needs are well supported so that they can work alongside their friends to take advantage of the curriculum offered. The school moves quickly when there is a need. Provision for pupils with statements is good. When necessary the curriculum is carefully adapted to their needs. Detailed individual education plans, which set out the school's strategies for supporting the pupils' progress towards their targets, are drafted for all pupils requiring them. This good provision has a positive impact on pupils' learning. Additional support in literacy and numeracy is given to pupils in Year 6.
- 18 The school is now implementing the established strategies for literacy and numeracy well. This results in pupils of all levels of attainment being provided with a good range of learning opportunities to develop their skills in these subjects, which are now used well in geography, history, religious education and science.
- 19 A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all parts of the curriculum including games, with no noticeable differences overall in the standard achieved during the inspection. The school has a strategy for the identification of pupils with particular gifts and talents and is beginning to identify opportunities for these pupils to develop their skills.
- 20 Health education, including sex education and guidance about the dangers of misusing drugs, is planned and taught well as part of the science and personal, social and health education provision. However there is no School Council or other system in place for pupils to air their views of the school or make suggestions about future developments. Pupils are prepared well for transfer to secondary education.
- 21 A very good range of sporting activities outside school lessons is provided and pupils have the opportunity to participate in local school sporting events. For example, during the inspection the school football team was competing in the town final of the seven a side competition. The range of extra-curricular activities includes Football, Netball, Skipping, Recorder Playing, Drama, French, Spanish, and Cookery.
- 22 A dedicated and enthusiastic team of teachers and support staff work together well. All of these adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs. There are very well established arrangements for staff development guided by the school's improvement plan. The lunchtime supervisors provide a good standard of care at midday. The caretaker and her team ensure a high standard of cleanliness at all

times. The staff present very attractive displays throughout the building and this creates a very pleasant and stimulating environment. The school makes very good use of its extensive school grounds, especially in art, science and physical education. The building, with its latest additions and alterations, is satisfactory though the passage of pupils through some classrooms to get to others leads to disruption. The school has plans and the necessary finance to make good use of the new building now nearing completion. For example, a new library area will be available and additional stock provided to enhance pupils' library skills. The resources are satisfactory overall and in English, science, religious education, art and design, design and technology and physical education they are good. Overall, staffing, accommodation and learning resources are adequate to ensure that teaching and learning can take place purposefully and productively. This aspect of the school's provision has been well managed since the previous inspection with significant improvements.

Care, guidance and support

Good care and guidance supports pupils' needs. Pupils' care, welfare, health and safety are good, whilst the provision of support, advice and guidance based on monitoring are satisfactory. There is no strategy for listening to and responding to the views of pupils.

Main strengths and weaknesses

- Pupils benefit from good pastoral care including very good child protection procedures.
- There is good support for pupils moving into the school and on to the secondary school.
- Most pupils have good and trusting relationships with staff.
- There are no strategies in place by which pupils can make their views known about the management and development of the school.

Commentary

- 23 Staff are very committed to the best interests of pupils and their welfare. Sufficient trained first aid staff are on duty and the administration of medicines follows very clear guidelines. Staff understand child protection procedures fully and work effectively within the agreed procedures and with outside agencies. The nurse is a valued member of the extended staff and holds regular drop in sessions for pupils and their parents to discuss any worries they may have.
- 24 The school has a good understanding of most pupils before they start school through contact with their parents and the playgroup. In preparation for starting school the children who attend the playgroup on the same site visit the school as a matter of course. As a result they settle quickly and are confident in their new surroundings. The move to the secondary school is well planned and ensures pupils get to know their new classrooms and teachers as well as meeting their peers from other primary schools.
- 25 Pupils are well known to the staff as a whole and in particular to their class teachers. Most pupils are confident that they can approach an adult in the school for support and guidance at times of special need or with particular problems. In the playground pupils from Year 6 ensure younger pupils are not lonely or isolated. Provision for pupils with special educational needs is good. The school has good relationships with all outside agencies, which are used regularly to benefit the support given to pupils in their learning.
- 26 Unfortunately the school has no means by which pupils can make their views known or be made to feel that they are contributing to its development in ways that can improve their quality of life or learning. Pupils' views are not sought through for example, school council or by surveys. They are not involved in their assessment or setting personal or learning targets. However, Year 6 pupils take part in weekly reviews, which are shared with their parents.

Partnership with parents, other schools and the community

Overall the school creates **good** links and partnerships. There are satisfactory links with parents and other schools and very good links with the community.

Main strengths and weaknesses

- Links with the community make a very strong contribution to the curriculum and pupils' personal development.
- There are good informal contacts with parents who feel comfortable in the school especially in the foundation and infants' areas.
- The school makes no consistent efforts to consult parents about the provision of the school for their children or future developments.

Commentary

- 27 The school is used by community groups providing facilities for children in the area as well as the Sunday school. Unusually there is also a police office on the site. The school hosts and is involved in the church fete and other village activities. These initiatives and others ensure that pupils feel the school is at the centre of their life and offers opportunities for them to mix with a wide range of people. The history and geography of the area offer a variety of opportunities for developing the curriculum. This is a good feature of pupils' achievement. The school is able to develop pupils' interest in music and sport by taking part in the events and competitions available in the wider area.
- 28 Informal contacts between those parents who can bring their children to school happen on a daily basis. Parents are able to see their children in the classroom and to talk to teachers about any problems arising. However there are no regular or ongoing arrangement for parents to be consulted about the school and how it is serving their children and themselves as partners in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The school is well managed. The headteacher and key staff are effective in their work. The role of governors is satisfactory. They ensure that they fulfil statutory requirements as they re-establish their role with many new members.

Main strengths and weaknesses

- The leadership of the headteacher is good and well supported by the role of senior staff.
- Adults working in the school set a very good example for pupils.
- The school is very effective in the professional and personal development of all staff and this has a strong impact on achievement and the standards attained.
- Effective procedures for the management of the school ensure a calm and purposeful learning environment in which pupils flourish personally and achieve well.
- Despite the fact that many governors are new to their role, the governing body continues to fulfil the expectations of its role and has a good understanding of the school's strengths and areas for development.

Commentary

- 29 Leadership and management of the school have a strong and positive effect on the standards attained and pupils' overall achievement. The school is an orderly and well-managed establishment, clear in its aims and calm in its everyday routines. This stems from the sense of purpose established by the headteacher. He is well supported by staff with a responsibility for managing an area of school life. As a result, the school is purposeful in its work. Pupils know what is expected of their behaviour and hard work in the classroom and respond well to the way they are led. Of particular note is the way all adults conduct

themselves in an open and friendly manner. This, frequently allied to a warm sense of humour, inspires and influences the positive working environment of the school.

- 30 The school runs smoothly because all involved in its management have a clear understanding of their role. This is as true of cleaners and office staff as it is of those working in the classroom. There is a well-established sense of common purpose. This is well supported by management policies and procedures that ensure that all adults are observing school procedures. There are procedures for monitoring the effectiveness of the school. This especially informs the professional development of staff. However, there are ways in which the monitoring role of senior staff can do more to achieve consistency: in the quality of lessons, in the way assessment is used and in the way all pupils are challenged to achieve their best. The leadership role of the special educational needs coordinator is good. She works closely with all staff and provides good support for pupils with special educational needs. As a result their work, pupils' achievement and rate of progress are improving.
- 31 Governors do well to maintain a watchful eye on their legal requirements. Requirements are fully met. There have been a good number of recent changes to the governing body and a substantial number of governors are new to the role. The organisation and management of committees, procedures and individual roles is being reviewed and re-developed. This puts newly appointed governors in a stronger position to play a significant part in shaping the future of the school. In addition, well-established governors are committed and effective in their work on the school's behalf. For example, although governors are committed to their individual roles and perform them effectively, they have no formal strategy for regular focused visits to the school within set protocols agreed between governors and staff. Despite this, governors have remained well-informed about the school, mainly through the headteacher's report to governors but also through their monitoring of the budget and through the reports of those governors who are frequent and regular visitors. The role of the link governor for special educational needs is very well developed. She visits the school frequently and takes a keen interest in the progress of special educational needs pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	835,864	Balance from previous year	31,279
Total expenditure	693,690	Balance carried forward to the next	173,453
Expenditure per pupil	2,344		

- 32 The school carried forward an unusually large amount of its delegated budget in the previous financial year (April 2002 to March 2003). However, much of this was designated for the current building programme, now close to completion. Overall, finances are well managed, ensuring sufficient staff and resources to achieve good standards and provision. The school provides good value for money and makes good use of the principles of best value in coming to decisions about budget commitments.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **very good**.

Foundation Stage	
Standards overall	Majority on target to achieve the expected goals in all areas of learning
Achievement overall	Good
Quality of teaching	Very good
Leadership and management	Good
Improvement since the previous inspection	Good

Main strengths and weaknesses

- By the end of the Reception year the majority of children are on course to achieve the expected levels in all areas of learning, with some exceeding those expectations.
- The very good teaching and teamwork have a very positive effect on children's learning.
- The leadership of the Foundation stage is good.
- The foundation stage classrooms are light and airy and provide a welcoming environment where children feel happy and secure.

Commentary

- 33 The provision for children in the Foundation stage is very good. However, provision of this quality is recent to the school and has not yet fully impacted on achievement. However, it has the potential to be a real strength of the school. Children are admitted to the school in the September before their fifth birthday. They are divided into three parallel groups of twelve for many of the teaching sessions.
- 34 Attainment on entry is broadly average but some children are already articulate and confident. Attainment tends to vary with each cohort. The majority of present reception children are on course to achieve the expected levels in all areas of learning and some exceeding the levels. Because so many children will achieve the expected levels standards are considered to be above average.
- 35 The quality of teaching overall is very good. Teachers' knowledge and understanding of the needs of young children mean they are provided with a very wide variety of experiences in all areas of learning. This ensures they make good progress towards achieving the early learning goals (nationally agreed levels for children at the end of the Reception year). Planning is closely linked to these goals and is a shared activity between all staff. Questioning is used very effectively to encourage children to develop their speaking skills and extend their vocabulary. Very good relationships give children confidence to respond to adults' questions and to share their thoughts and opinions. The small teaching groups ensure tasks are very carefully matched to the needs of each child. This has a positive effect on their learning and ensures they all understand the tasks, concentrating well. Regular assessment is carried out particularly during adult directed activities. This information is used to amend planning.

Personal, social and emotional development

Provision in this area of learning is **very good**. This is reflected in the way children are learning to respect each other and play together.

Main strengths and weaknesses

- Every opportunity is taken to enhance children's personal and social development.
- Very good relationships ensure children feel happy and secure.

Commentary

36 Because of the very good teaching and the many opportunities provided to develop personal and social skills, the majority of children are on course to achieve the expected levels and many will exceed them. Most children find it easy to conform to the high expectations of good behaviour set by staff. Children know the routines very well and settle quickly and quietly to tasks, with minimum fuss. The majority remain well focused and interested even when not directly supervised. A calm working atmosphere pervades each session. The very good teamwork of all adults provides the children with good role models of co-operation that they try to emulate in their role-play and shared activities. Children can be seen playing together in the sand, sharing construction kits and helping each other. All adults expect the children to listen carefully and to respect the opinions of others. The majority of children understand this and wait patiently for their turn but a few get very excited and call out. Because of the very good relationships children are confident to ask for help, feel happy and secure.

Communication, language and literacy

The provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good and provides children with a wide range of activities to develop skills in reading and writing, helping them to achieve well.
- Every opportunity is used to develop and extend children's language skills and vocabulary.

Commentary

37 Present indications suggest that the majority of children are on course to achieve the expected levels and some will exceed those goals, particularly in reading, speaking and listening. They make good progress developing their language skills because of the opportunities provided for speaking and listening. Many children are articulate and confident speakers replying to questions in complex sentences. All staff use every opportunity during activities to develop appropriate vocabulary. Children enjoy stories and sharing books. Books are handled with care and pages turned carefully. Higher attaining children read accurately at an appropriate level: some adding expression as well. They are beginning to develop strategies for working out unfamiliar words. Lower attaining readers recognise letter sounds and can retell the story using picture clues. Children are given a variety of activities to explore writing, developing their skills through mark making, then letter formation and finally writing a sentence.

Mathematical development

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- Well-planned lessons and very good teaching ensure children achieve well.
- Every opportunity is used to develop children's counting skills including the used of number songs and rhymes.
- A wide range of activities is used to support children's learning so they become confident understanding number.

Commentary

38 The quality of teaching is very good so the majority of children are on course to achieve the expected levels with a small number exceeding these levels. Children count confidently to 20 and some succeed in counting in two's to 20 by themselves. Workbooks show they can perform simple addition and subtraction within 10. During a maths lesson children enjoyed demonstrating their knowledge of three-dimensional (3D) shapes explaining some of the properties. As a challenge they investigated which of the 3D shapes would roll down a slope. Another group tried to make the shapes with play dough and found it hard. They were expected to explain which they found the most difficult to make and why.

Knowledge and understanding of the world

Provision in this area is **very good**.

Main strengths and weaknesses

- Many relevant visits and visitors help to enhance children's understanding of the world around them.
- Teaching in this area is very good and children achieve well.

Commentary

39 A wide range of topics is offered to the children and this helps them begin to appreciate the world around them. Topics include looking at the school grounds, people who help them, with a visit to the local fire station, exploring the environment around the school, visiting the church and park. During the inspection the topic was mini beasts. This was linked to other areas of learning such creative development: children painted pictures, sang songs about them and pretended to be one in the role-play. Religious education plays an important part in developing children's understanding of other cultures. For example children look at celebrating special festivals, such as Chinese New Year and Christmas.

Physical development

The provision for physical development is **very good**.

Main strengths and weaknesses

- Children are provided with many opportunities to develop their physical skills.
- The outdoor area is well used as an extension of the classroom.

Commentary

40 Because of the many opportunities provided for the children the majority are on course to achieve or exceed the expected levels by the end of the Reception Year. During physical education session in the hall they demonstrate how their skills of throwing and catching are developing. In another lesson they enjoy 'jabadao', a method of moving to the music. In this session the children sat in a circle holding a very large elastic band and move in time to the music. Sometimes they move individually, sometimes they follow the teacher or another child. It was very impressive watching them and noting their concentration and effort.

Children also have activities to develop pencil control through specifically designed tasks: many have good control forming recognisable letters. Other activities encourage them to use scissors and cut out carefully, or use simple tools.

Creative development

Provision for creative development is **very good**.

Main strengths and weaknesses

- Children have many opportunities to explore different media and musical activities.
- Role-play is an important part of this area of learning, helping to develop personal and social skills and extend language.

Commentary

- 41 Children are on course to achieve the expected levels in this area of learning. They enjoy a variety of musical experiences and demonstrate their ability to keep the beat and play together. Their musical compositions are recorded using graphic scores (pictures of small creatures that represent the rhythm). They participated in singing with enthusiasm, joining in with the actions to many songs. They also explored different media effectively as they painted or drew observational pictures of mini beasts, made collages of their homes or constructed musical instruments. They manipulated features on a computer screen well to paint a picture.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well overall.
- Standards are above average towards the end of Year 6.
- The curriculum and resources have improved since the previous inspection.
- The subject is well led.
- Good use is made of literacy skills in other subjects of the curriculum.
- Although pupils read well and have a good understanding of book features, their library skills are underdeveloped.

Commentary

- 42 Since the previous inspection much development has gone into organising the curriculum and purchasing appropriate resources to enrich it. Allied to good teaching, this has ensured that pupils achieve well. They are eager and responsive in most lessons, taking the good opportunities offered by teachers to talk about the content of their lessons. Because they listen well, their discussions are meaningful. Their speaking and listening skills are well complemented by their reading skills. They enjoy reading, have a good understanding of book features such as contents, index and glossary, supporting their independent research skills. However, few pupils have a working knowledge of conventional library layout and this hinders their development as independent learners. By the time they are eleven, standards are better than those expected of pupils of similar age. They write well across a range of purposes. They are taught good skills in spelling, punctuation and note taking. Skills are well transferred into their everyday tasks.

- 43 Much of the credit for recent improvement is due to the subject leader. Teaching and learning are good because school policy and practice point all staff towards the common goal of giving pupils the skills they need to become effective learners. Assessment data has identified where there are gaps in the curriculum and resources and these gaps have been effectively closed. Monitoring the quality of teaching through observing lessons has supported teachers in their professional development, improving the quality of learning as a positive outcome. Pupils enjoy the wide range of tasks planned for them and apply their skills well. A whole school strategy works well of identifying precise learning objectives, discussing them with pupils and planning activities that support the objectives.
- 44 The results of National Curriculum standard tests have been erratic in recent years. At times they have been well above average and at times well below average at the age of seven and eleven. This trend can be attributed to several factors: differences in the attainment on entry to school of different year groups; the incidence of pupils with learning difficulties; an irregular pattern in the continuity of teaching in critical years and to a lack of precision in using the assessment of progress to plan for even greater progress. Results in 2003 were well below average for seven year olds and average for eleven year olds. There is a consistent trend, especially for older pupils, that girls perform better than boys do. Overall test scores show a five-year improvement in reading but a decline in writing at age seven. At age eleven, standards in English show a decline. Current standards of work show an improvement since the results of tests in 2003.

Language and literacy across the curriculum

- 45 The school has good techniques to encourage pupils to use their maturing speaking and listening to good effect in lessons in science, history, geography and religious education. Pupils discuss eagerly and intently. They are frequently challenged to explain 'Why?' and asked 'What do you think?'. Reading and writing tasks in other lessons are well calculated to make the most of pupils' literacy skills. For example, it is rare to find pupils completing a work sheet that does little to stimulate the interest and learning of higher attaining pupils or that makes unreasonable demands of those who find learning difficult. Rather, tasks are designed that challenge pupils intellect and skills, that make them think and give them opportunities to show what they know. This is a significant contribution to good achievement and to standards that are frequently better than expected for pupils' age.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards at the age of seven and eleven are rising steadily, although tests results vary a great deal from year to year.
- The quality of teaching is good overall: an improvement since the previous inspection; however, some marking is inconsistent.
- Relationships are very good giving pupils the confidence to explain the methods used to find the answer.
- Although there is a range of assessment data it is not used effectively to provide pupils with individual targets or to track their progress; particularly, higher attaining pupils are not always well challenged to do better.
- The subject is very well led by an enthusiastic and knowledgeable co-ordinator.

Commentary

- 46 From evidence seen during the inspection standards in mathematics are slowly rising. For pupils at the age of seven standards are broadly average and for those aged eleven standards are just above average. The results of the 2003 national assessment tests for seven year olds were below average when comparing them to school nationally and well

below average when comparing them to similar schools. The results of the higher attaining pupils were in line with national average. Inspection evidence suggests that in 2004 there will be an improvement in the number of pupils achieving the expected level (level 2). The results of the national assessment tests for eleven year olds in 2003 were average when comparing them to schools nationally but well below average when compared to similar schools. Based on their prior attainment when they took the tests in Year 2 the attainment of pupils was average.

- 47 The range of results for mathematics has fluctuated quite dramatically and can partly be explained by the variation in attainment on entry to the school. However, overall achievement in both key stages is now good and all pupils', including those identified with special educational needs, make good progress. School tracking data suggests that the results of 2004 tests will be an improvement on those for 2003.
- 48 Throughout the school there is a strong emphasis on learning of number. Pupils' work shows good progress and appropriate coverage of all aspects of the national curriculum. The majority of pupils take a pride in their work and it is neatly done. Typically the work of lower attaining pupils is good, showing the impact of good support and well-matched tasks. This is especially evident in the lower sets in Years 3 to 6. However higher attaining pupils are not always sufficiently challenged, despite being set by ability.
- 49 Pupils in Years 3 to 6 enjoy their mathematics especially the quick fire mental activities at the start of the lessons. Time is spent exploring number patterns such as patterns found in multiplication tables. Year 3/4 pupils enjoy the challenge of discovering the relationship between adding 3, 5 or 7 consecutive numbers and hypothesising about the connection between the numbers and answer. Another set of Year 3/4 pupils rise to the demands of problem solving based on capacity and mass. In this set the younger pupils found the task too challenging as they lacked the experience and knowledge of the older pupils. Some Year 5/6 pupils struggled with the concept of equivalence between fractions, decimals and percentages relating to probability, but by the end of two sessions about half were able to recognise and use them confidently. Pupils in Year 2 enjoy solving money problems whilst Year 1 pupils work on capacity learning to use appropriate vocabulary.
- 50 The quality of teaching is good overall with some examples of very good teaching: an improvement since the last inspection when teaching was judged to be satisfactory with some good teaching. Pupils are generally well motivated to succeed especially where teachers are enthusiastic and begin the lessons with well-focused quick fire mental problems. Questioning is used effectively to extend or reinforce pupils' knowledge. Because of good relationships between staff and pupils, they are confident to respond to questions and to explain how they arrived at the answer. One of the strong features is the planning of tasks that closely match the needs of pupils, particularly those identified with special educational needs. However, opportunities are often missed to provide additional challenge for higher attaining pupils. Despite the setting by ability in Years 3 to 6 this is relevant to all teachers. This is an area for further development. Presently there is little systematic use of ICT within the numeracy sessions. The school is aware of the need to develop computer skills in other areas of the curriculum. The good support provided by learning support assistants benefit all pupils with special educational needs ensuring equality of access to the curriculum. Most teachers share the lesson objective with their pupils but few return to them at the end of the lesson and check understanding.
- 51 In some lessons the plenary is well used to recap and reinforce learning or to resolve any problems that have arisen during group work. Some lessons lacked pace so did not stimulate the pupils' enthusiasm and they did not concentrate as well as they could.
- 52 Although the procedures for assessment are in place insufficient use is made of data to track pupils' progress or to set individual targets. Where marking is good it is constructive and helpful but this is not consistent across the school.

53 The co-ordinator has a clearly defined monitoring role and has undertaken lesson observations and looking at pupils' work. Subject leadership is effective. Provision has improved since the previous inspection. A very successful workshop was delivered to parents of Year 1 pupils and it is hoped to repeat this for parents of other pupils. Through analysis of pupils' weaknesses in the national tests problem solving had been highlighted as a priority area. Support for this was evident during the inspection as teachers were observed tackling this weakness.

Mathematics across the curriculum

54 The use of mathematics in other areas of the curriculum is effective. Measurement is used effectively in science, design and technology. Co-ordinates are used in geography and time lines in history. Data handling is regularly used to record information about scientific experiments. Pupils apply their knowledge, skills and understanding of mathematics to support their learning in a range of curriculum areas.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils cover a good amount of work, acquiring a broad base of knowledge and understanding.
- Achievement is good across the school, reflecting good progress from year to year. The school very effectively develops pupils' skills of scientific investigation and an understanding of scientific methods.
- Pupils' good attitudes have a positive effect on achievement.
- Good leadership and management have a strong effect on achievement.

Commentary

55 The 2003 teacher assessments showed that by the end of Year 2 pupils' attainment was well below the national average. The cohort included a high proportion of pupils with special educational needs. Inspection evidence indicates that the present Year 2 pupils are on course to reach national expectations. The present Year 6 pupils are on course to reach above average standards similar to those attained in 2003. Planning for science has improved since the previous inspection and there is now a good emphasis on investigative work.

56 The quality of teaching is good and leads to good learning. Teachers have a good knowledge of the subject, and much attention is given to making sure that pupils are clear about what they are expected to do and what will help them to learn through the very effective learning objectives for the lesson. Teachers are enthusiastic and pupils respond well. They enjoy practical work and are keen to investigate. This was seen in a Year 5 lesson where pupils investigated the position and length of their own shadows to understand how the earth moves round the sun. Pupils listened very well to the teacher's explanation and recorded the results of their investigation at three different times during the day, even working through lunchtime to take advantage of the sunshine.

57 Throughout Years 1 to 6 pupils make informed predictions before an experiment is conducted. They know it is important to eliminate variable factors during experiments in order to obtain reliable results and are aware of the need to measure accurately. For example, Year 3 pupils understood that an investigation is needed to test a hypothesis. The pupils had great fun deciding how to make a fair test and predicting what would happen to the various pots of geraniums as they planned experiments to investigate if plants needed leaves to be healthy.

- 58 Pupils thoroughly enjoy their science work. They cooperate well with each other, share resources and collaborate in completing their experiments. Staff promote listening and speaking skills very well in science lessons, providing many opportunities for pupils to have lively discussions with each other and with staff when they confidently explain their findings and express their ideas. Marking of work is particularly helpful and constructive. Teachers are developing the use of scientific vocabulary very well and making effective use of mathematical skills to support learning. Pupils often present their results in tables and graphs. For example, at the end of the lesson, pupils in the Year 5/6 confidently discussed the results of their experiments after presenting them in graph form.
- 59 The curriculum is carefully planned to meet the requirements of the National Curriculum. The use of information and communication technology is improving. Both Year 2 classes watched a video before completing their work on the life cycle of a flowering plant, which helped them to develop their knowledge of scientific language. Information is obtained from the Internet and the school makes good use of digital cameras to help pupils record their work, especially when they make good use of their excellent school grounds.
- 60 The leadership and management of the subject are good. The school makes good use of assessment information to influence future developments but the new enthusiastic and knowledgeable coordinator has not yet had an opportunity to monitor teaching and learning in the classroom. Overall provision is better than at the time of the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses.

- Provision in the subject is much better than it was at the previous inspection.
- Pupils have made rapid strides in their achievement as they now have skills in all areas of the curriculum for ICT; standards are now average throughout the school.
- The influence of the ICT technician has been of great value to all staff and pupils.
- Teachers are now much more confident in the areas of ICT they need to teach.
- Because the resources are so much better the school is now able to teach a full and wide curriculum.

Commentary

- 61 The school has made a very significant improvement since the previous inspection and standards are much improved. Standards are average when pupils are seven and eleven. Overall the quality of teaching and learning is good. The good teaching makes a strong impact on pupils' achievement. Teachers use praise and encouragement well which helps to boost the pupils' self esteem. The full curriculum for ICT is taught and resources are now satisfactory. There has been a strong response to the key issue of the previous inspection requiring improvement in ICT.
- 62 Pupils now achieve across a very broad range of work in ICT. This includes the achievement of higher attaining pupils, some of whom work at a level above that expected for their age. For example Year 3 pupils learned how to open e-mails and reply to them while pupils in Year 5/6 were challenged well to input a series of commands and work with Terrapin Logo to navigate through a maze which was well linked to their study of the ancient Greeks. Towards the end of the lesson an element of competition was introduced to ensure the higher attaining pupils were fully stretched. This added to the pupils' enjoyment and they achieved well.
- 63 Pupils have great enthusiasm for work with computers. Tasks are well matched to their prior attainment and teachers and class assistants provide good support. A particular success of the school is its creative approach to work across the full range of National Curriculum

subjects. ICT is making a significant contribution to this aspect of the school's work. For example there is very good use of digital cameras to record work throughout the curriculum. Since the previous inspection, teachers have become enthusiastic about teaching ICT and now demonstrate a good level of skill that acts as a strong stimulus to pupils' learning.

- 64 The school is making very good use of its bank of lap top computers. It is a good facility that contributes greatly to achievement.
- 65 The good leadership of the subject has contributed well to this area of school life by overseeing good training and good provision of software to complement the school's broad and balanced curriculum. The school needs to further improve the supply of computers in the classrooms so that teachers can make greater use of ICT in all lessons. Assessment is in the early stages of development.

Information and communication technology across the curriculum

- 66 The use of ICT across the curriculum has improved and is now being developed effectively. Teachers' planning for other subjects regularly identifies opportunities for its use. In ICT lessons teachers and pupils support work in other subjects using their computer skills. Literacy skills are improved by the pupils' growing proficiency in word processing. For example, pupils in the upper juniors had produced excellent stories for the younger pupils to read adding very attractive pictures to add interest. Pupils use CD-ROMs and the Internet regularly for personal research in other subjects such as history, geography and art and design. Data handling in science is well developed.

HUMANITIES

- 67 **Geography** and **history** were not a focus of the inspection. No overall judgement on provision is possible. Only one lesson was seen and no judgement for teaching and learning is offered. The one lesson seen was good. However, a good volume of work was seen on display and in pupils' workbooks. Much of this work was of good standard, matching or exceeding the standard expected for pupils' ages. The work seen in geography was particularly good. A particularly strong feature of the work is the links made between different subjects of the curriculum, for example, in geography, pupils write Japanese style Haiku poems using their literacy skills, to reflect their understanding of the course of a river. In history, they use their art skills to make attractive collages of Egyptian symbols. There are good opportunities to use the local environment for geography and history and there is a good endeavour to compare local history and geography with places in the British Isles and with places far overseas. A growing use of ICT supports learning in geography and history enhancing pupils' achievement and confirming their growing understanding of the value of ICT as a tool for learning.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are better than expected throughout the school: achievement is good.
- Religious education is well taught.
- The subject is well managed.
- Learning in religious education promotes pupils' personal development well and gives good support to their understanding of spirituality, morality and place in society.
- While pupils visit the local church and the vicar visits school regularly, not enough is done to visit contrasting places of worship or to invite representatives of other world faiths to share their beliefs with pupils.

Commentary

- 68 The evidence of lessons seen during inspection and of the work in pupils' books is that religious education is well taught. The lessons seen were interesting and lively, challenging pupils to think and to reason. They get through a good range of tasks that successfully reflect both their knowledge of world religions, focusing mainly on Christianity but that also show the impact of what they are learning from their studies. For example, older pupils have a good understanding of how different faith groups acknowledge God, but also begin to ponder some of life's challenging but unanswerable questions. Pupils bring a broad range of skills to bear in their tasks, for example, younger pupils attractively reflected their study of Noah and the ark through rainbow paintings. They had a clear idea of what the rainbow symbol meant to Noah as the flood subsided. The range of work fully matches the expectations of the local agreed syllabus but the range of skills being used is better than expected for the age of pupils. Not only are pupils coming to terms with the facts but also they are learning to use the facts to broaden and deepen their understanding.
- 69 The subject is well led. There is a good sense of direction in the work. Policy and practice ensures very good coverage of the local syllabus. Teachers are very sensitive to the need to promote both learning about religion and learning from religion. They do this very well. As a result, pupils develop a secure understanding of the place of religion in establishing social and moral values for different faith groups. They acquire a respect for and an understanding of different world religions. However, there are no regular opportunities for pupils to visit places of worship, although good use is made of the local church. The vicar is a frequent and respected visitor to the school. The provision for this subject has been maintained since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6 and pupils achieve well.
- Pupils have very positive and enthusiastic attitudes to the subject.
- Links between art and design and other subjects are a particular strength.
- The leadership and management of the subject are very effective.

Commentary.

- 70 Standards are above average because the combination of good teaching and the pupils' own enthusiasm for the subject lead them to make good progress in their knowledge and understanding of the techniques and work of a range of artists such as Mondrian, Picasso, Hockney, Turner, Constable and Gainsborough. These are carefully built into a systematic programme. For example in the previous two lessons Year 5 pupils had spent time sketching in the school grounds. They had made a viewfinder and decided on a view they wished to create. After a lively discussion with very good support from their knowledgeable teacher they chose which medium to use to get exactly the right effect to work in the style of one of the great artists whose work was displayed in the classroom. Some pupils used pastels or paint while others experimented with a mixture of paint and glue. One group even added dried tealeaves to create the effect they required! Limited teaching was seen. The lessons observed were good.
- 71 The subject is very well planned and resources are good. There are art clubs organised several times a week, which stimulates interest in the subject. Art and design makes a significant contribution to pupils' spiritual and cultural development. It is widely used to very

good effect in many other subjects, especially geography, history religious education and science. It contributes greatly to the provision of a rich visual environment in the school where work of quality is modelled and celebrated. Standards and provision have improved since the previous inspection.

Design and technology

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

Main strengths and weaknesses

- Teachers give pupils a wide range of experiences to develop their skills.
- The pupils' enthusiasm and interest in design and technology produces good achievement.
- There is no systematic assessment at present.

Commentary.

- 72 No lessons were seen during the inspection so it is not possible to make a judgement on teaching. However, from a review of teachers' planning and an analysis of the large amount of design and technology work displayed throughout the school, it is evident that pupils reach a good standard of work and achieve well.
- 73 Pupils learn the skills and techniques from a good range of topics often directly linked to work in other subjects. For example, Year 6 pupils produce urns from clay before adding patterns in the style of the ancient Greeks. They also design and make musical instruments.
- 74 The process of designing, making and evaluating is well established. For instance Year 3 pupils design and make moving puppets, which have a good finish to them. Pupils plan their work effectively, choose materials with care and use a satisfactory range of joining techniques.
- 75 Pupils' evaluation skills are developing well and some plans show where original intentions have been modified for the better. The experienced coordinator provides advice and support for all staff and keeps a very good stock of useful materials, which are carefully used by staff and pupils. Tools are kept on a special trolley that can be moved easily wherever the tools are required. There are currently no systematic assessment procedures to provide a record of pupils' achievement year on year.

Music and Physical education

- 76 These two subjects were sampled but no direct teaching was seen. This means that no overall judgments can be made about provision, standards and the quality of teaching.
- 77 In **music**, there was an opportunity to listen to the choirs rehearsing. The younger pupils kept well in tune with clear words and expression. The older pupils, practising for a performance of *Oliver*, demonstrated their skills, with some pupils taking a leading role and singing solo parts. The quality of singing by both choirs was very good and a credit to the hard work and dedication of the music coordinator.
- 78 Since the previous inspection, class teachers have taught music: there is no longer a music specialist taking all the lessons across the school. The priority for the co-ordinator was to re-write the policy and introduce a scheme to support teachers in their planning and delivery of music. She has also provided training in all elements of music to ensure teachers are confident in their new role. However because no lessons were seen the effectiveness of the new scheme cannot be judged.

- 79 There are opportunities for pupils to learn brass and stringed instruments as well as recorders. They often perform in public in local festivals, singing carols in the town and in school productions. The enthusiasm of the co-ordinator ensures that pupils' musical knowledge is enhanced by these experiences.
- 80 No lessons were seen in **physical education**. Many opportunities are provided for pupils to participate in sporting activities. A wide variety of extra curricular clubs are organised according to the season. Local sports clubs such as Grimsby football club and rugby club help to coach the pupils. Inter school matches are played regularly culminating in the winning of a seven-a-side football competition. A large proportion of the pupils participate in these activities, encouraged and supported by two dedicated co-ordinators, who are presently involved in preparing a bid for an Active sports mark.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 81 There was insufficient inspection evidence to make secure judgements about the school's provision for personal, social and health education. The school is conscious of its responsibility to provide for pupils development in this area. At present, it is done through assembly and religious education, through science and aspects of other subjects and through the consistent role modelling of adults working in the school. There is no school initiative to formally access pupils' views of school provision and how that provision should develop, for example, through some form of school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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