

INSPECTION REPORT

SEATHORNE PRIMARY SCHOOL

Skegness

LEA area: Lincolnshire

Unique reference number: 120476

Headteacher: Mr I Cameron

Lead inspector: Mr D Watson

Dates of inspection: 5 – 8 July 2004

Inspection number: 258163

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll;	433 including 42 children who attend the nursery part time basis.

School address:	Count Alan Road Skegness Lincolnshire
Postcode:	PE25 1HB

Telephone number:	01754 764689
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S MacGregor

Date of previous inspection: June 2002

CHARACTERISTICS OF THE SCHOOL

Skegness Seathorne Primary School is bigger than most primary schools. It is situated close to the seaside town of Skegness. The school has grown considerably since the last inspection, especially in the last year. The school draws its pupils from the immediate area, which is a mix of local authority and owner-occupied housing. The school draws a few pupils from further afield. These pupils include pupils with Statements of Special Educational Need who are admitted as a result of the school's status as a centre for pupils with general learning difficulties. Levels of deprivation in the area are high and the economic circumstances of many families are below the national average. Most of the pupils are of a white British heritage, although there are small numbers of pupils from ten other ethnic groups at the school. The percentage of pupils learning English as an additional language is slightly higher than in most schools. A small number of these are at an early stage of learning English. There are also a few traveller pupils and pupils in public care. There are seven pupils with statements of special educational need, six of whom attend the unit because of their moderate learning difficulties. This is above the national average. The percentage of pupils identified as having special educational needs is broadly in line with the national average. The school admits children into the purpose-built nursery at the age of three. Their attainment on entry is below that usually found. Large numbers of pupils start or leave the school at other than usual times. Staff absence at the school has been high. Since the last inspection, staff turnover has been significant, several staff, including the deputy headteacher, retiring or leaving. The school has

difficulty in attracting staff from outside the immediate area, and in recruiting and retaining good quality teachers and supply teachers. During the inspection, three members of staff were away ill, and several other posts were being covered by staff on temporary contracts. In the last two years, the school has worked closely with the local education authority and the Skegness Coastal Partnership¹.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	Mr D Watson	Lead inspector	Science Information and communication technology
9446	Mrs H Griffiths	Lay inspector	
22657	Mr M Madeley	Team inspector	Mathematics Religious education Physical education Personal, social and health education (including citizenship)
22452	Mrs M Farman	Team inspector	The Foundation Stage curriculum Geography History Music
7420	Mrs A Simpson	Team inspector	English English as an additional language Art and design Design and technology
2423	Mrs S Leyden	Team inspector	Special educational needs

The inspection contractor was:

Alteq Education Ltd
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¹ This is a partnership between local schools funded by the Department of Education and Skills aimed at raising pupil achievement in the local area.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	22
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of the school is satisfactory. Teaching and the curriculum are both satisfactory. There is a rich provision of extra-curricular activities. The school provides good levels of care. Links with parents are satisfactory and those with the community and other schools are good. The leadership and management of the school are also good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the school guides the school well and has driven through a number of significant improvements.
- Although pupils in Years 3 to 6 now achieve satisfactorily, staff illness, and difficulties in recruiting and retaining staff in the past have adversely affected pupils' achievement.
- Standards in English, mathematics, science, and religious education are not high enough at the end of Year 6.
- Pupils in Years 1 and 2 achieve well, and standards at the end of Year 2 are above those expected.
- Because of the good provision in the nursery and reception classes, young children achieve well.
- Pupils' attendance levels are too low.
- Pupils are not always fully involved in evaluating their own progress or learning how to improve.
- Good personal development promotes pupils' positive attitudes to learning and good behaviour.
- The school has been unable to gain the full support and involvement of a minority of parents.
- Links with the community have had a major impact on improving the quality of education at the school.

Since the last inspection, overall improvement has been good. There has been a good standard of improvement in the provision for the youngest children, the accommodation, the curriculum, and in the standards at the end of Year 2. Standards have improved in several other subjects, such as history and information and communication technology (ICT). Leadership at all levels of the school has also improved. This has had a major impact on the school and its management. The future of the school looks promising. However, although standards at the end of Year 6 have improved in the last few years they remain too low because of the continued staffing difficulties in Years 3 to 6. Attendance also remains a weakness.

STANDARDS ACHIEVED

Overall **achievement is satisfactory**. From the low standards when they start nursery, children achieve well, so that in many areas of learning those currently in reception are likely to meet the expected goals at the end of reception, and to exceed them in their personal and creative development. Standards in the 2003 national tests at the end of Year 2 were well above the national average in writing, and average in reading and mathematics. Teacher-assessed science results were very good. In relation to their prior attainment, these pupils achieved well in all subjects. Inspection findings, the 2004 national test results and teaching assessments indicate that writing, mathematics and science standards have remained the same, but standards in reading are now above those expected. Pupils' good achievement has been maintained. Standards in the 2003

national tests, at the end of Year 6, were well below the national average. In English, they were in the lowest 5 per cent nationally. In relation to their attainment when in Year 2, overall, pupils achieved well. However, their good achievement of the last year has still not enabled them to make up shortfalls from their earlier years. Inspection findings, and the results of the 2004 national tests, indicate that although standards have risen a little, they remain too low because of a history of staff absence and unsatisfactory teaching.

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils within the unit for general learning difficulties achieve well, although their standards of attainment are well below average as a result of their difficulties. Those pupils with learning difficulties in the main school achieve satisfactorily. There is no significant difference between the achievement of pupils learning English as an additional language and other pupils. The achievement of pupils from different ethnic groups, traveller children, or those in care, is similar to other pupils at the school. Over the last few years, girls have often achieved far less than boys in national tests, but this was not evident during the inspection, except in science.

Standards in most other subjects at the end of both Year 2 and Year 6 are in line with those expected, and pupils achieve satisfactorily. This is also true of religious education at the end of Year 2, but not at the end of Year 6, where standards are below those expected in the locally agreed syllabus.

Pupils' personal development, including their spiritual, moral, social, and cultural development, is **good**. Pupils' attitudes to learning and their behaviour are good. Punctuality is satisfactory. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**.

Overall, the quality of teaching and learning is **satisfactory**. The quality of teaching in the nursery and reception classes, and in Years 1 and 2 is good. During the inspection, much of the teaching and learning in Years 3 to 6 were also good, but overall, satisfactory because of weaknesses in Years 3 and 4 in the past year. No unsatisfactory teaching was seen. Teaching was often lively, interesting and a good range of activities developed pupils' interest and encouraged them to try hard. The succession of temporary teachers covering staff absence through illness in Years 3 and 4 and some unsatisfactory teaching meant that pupils' learning suffered. Temporary staff changes have now remedied this situation, and all pupils In Years 3 and 4 are making good gains in their learning. Pupils with learning difficulties or those learning English as an additional language learn at a similar rate to other pupils in the school. Those pupils in the unit make good progress because of the very good teaching they receive. Overall, assessment is satisfactory. It is a strength in the nursery and reception classes, and

teachers across the school use it well to inform their planning, but pupils, especially in Years 3 to 6, are rarely involved in assessing their own work and do not always know how to improve.

The curriculum for the youngest children at the school is good, and that of the rest of the school is satisfactory. Opportunities for enrichment through visits and clubs are good. The accommodation is good and resources are satisfactory.

Arrangements for pupils' care, welfare, health and safety are good. The monitoring, support and guidance of pupils are satisfactory. Pupils' involvement in the school's work is good. The school's links with most parents are satisfactory although not all are supportive of the school's efforts or involved in their children's education. Links with other schools, and with the community are good. These have been instrumental in school improvement.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The leadership of the headteacher is good. His energy, determination and vision have successfully harnessed and focused the efforts of most of the staff to establish a good momentum aimed at raising achievement. The leadership of key staff is also good, and this, linked to good new management structures within the school, has led to the establishment of a close team of adults who are able to reflect critically on its actions and take effective action. Governance is good and the governing body fulfils its statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with what the school has to offer. Most state that their children like school and are encouraged to become mature and responsible. However, a number of parents are justifiably concerned about the quality of teaching in some of the Year 3 and 4 classes over the last year. Pupils state they are also happy with the school and most say that there is an adult at the school to go to if they are worried.

IMPROVEMENTS NEEDED

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

- strive to achieve stability in teaching staff;
- raise standards in English, mathematics, science, and religious education in Years 3 to 6;
- improve levels of attendance;
- involve pupils, especially in Years 3 to 6, more closely in assessment so that they know how to improve;
- increase parental support for the school and involvement in their children's learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement at the school is satisfactory. It is good for pupils in Years 1 and 2. Although pupils in Years 3 to 6 have achieved well in the last few years, they have still not made up for the problems caused by weak teaching in the past. Current standards at the end of Year 6 are well below those expected and are similar to the 2003 national test results.

Main strengths and weaknesses

- Standards at the end of Year 6 in English, mathematics, and science are well below those expected and below in religious education.
- Pupils achieve well in Years 1 and 2 and overall standards in the core² subjects are above those expected.
- Children achieve well in the Foundation Stage and most children currently in reception are likely to meet the expected goals for their age.
- Pupils in the unit for general learning difficulties achieve well.

Commentary

Standards and achievement in the Foundation Stage³

1. Children's attainment on entry to the nursery is below that usually found. Their personal development is well below. During the Foundation Stage, they achieve well and attainment on entry to Year 1 in most areas of learning is likely to be close to the expected goals. They do particularly well in their personal development and in creative development and many will exceed expectations in these areas. Inspection findings are a considerable improvement upon those found at the last inspection and are due to the much-improved provision, including the quality of teaching.

Standards and achievement at the end of Year 2

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

Standards in:	School results	National results
Reading	15.5 (14.2)	15.7 (15.8)
Writing	16.4 (13.4)	14.6 (14.4)
Mathematics	16.5 (14.2)	16.3 (16.5)

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

2. At the end of Year 2 in 2003, standards were average in reading and mathematics, well above in writing, and very high in science. This is a significant improvement upon the previous year's results and the findings of the last inspection. Inspection findings, teacher assessments, and

² The core subjects at the end of Year 2 are reading, writing, mathematics, and science.

³ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

the test results for 2004 indicate that standards in writing, science, and mathematics have remained the same, but standards in reading are now above those expected. The fact that English results are better than those in mathematics reflects the additional focus that English has received in staff training in an attempt to improve standards. The overall trend in pupils' performance is above the national picture. This improved performance is due to good teaching in Years 1 and 2

3. By the end of Year 2, pupils in 2003, including the most able, achieved well and sometimes very well in relation to their prior attainment (their attainment on entry to Year 1 was below that expected. When compared to similar schools, standards in 2003 were above average in reading and mathematics and very high in writing and science. Pupils currently in Year 2 have continued to achieve well in most subjects, and, due to the school's focus on reading, achievement in this subject has improved this year and is now good.

Standards and achievement by the end of Year 6

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

Standards in:	School results	National results
English	23.3 (24.5)	26.8 (27.0)
Mathematics	24.5 (25.2)	26.8 (26.7)
Science	27.5 (25.5)	28.6 (28.3)

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

4. Results in the 2003 national tests for pupils in Year 6 were well below average in mathematics and science and very low in English (they were in the bottom 5 per cent nationally). These broadly reflect the standards of the previous year. The trend in pupil performance remains below that of the national picture. Standards in 2003 had not improved upon the findings of the previous report for two reasons. Firstly, there were a very high proportion of pupils with learning difficulties who sat the national tests in 2003. Secondly, pupils were in a class that combined two year groups (Year 5 and Year 6), and also experienced a great deal of disruption to their teaching due to staff illness. Inspection findings, as well as the 2004 test results, indicate that there has been a slight improvement in standards over the past year. It is marginal in mathematics and science but more marked in English. This is because, in the last year, the school has focused strongly on raising standards in English. The improvements have not been as marked as in Year 2, because pupils currently in Year 6 experienced a great deal of disruption to their learning in Years 3 to 5 due to staff absences, unsatisfactory teaching and an unbalanced curriculum. Staff absences in Year 5 for two thirds of the year group were severe. The improvements noted this year are due to good teaching and minimal disruption to learning in the current Year 6 classes. However, improvement has not been sufficient to make up for the deficiencies of years gone by. Standards, therefore, remain too low and have not improved enough since the last inspection.
5. Pupil mobility at the school is also high. The number of pupils who have joined the school in the last year is considerable. Pupils who remained at the school from Year 3 to 6 achieved slightly higher standards than those who joined during these four years.
6. All pupils who sat the national tests in 2003, including the most capable pupils and those with learning difficulties, achieved well in relation to their prior attainment. Achievement was better in mathematics and science than in English. In response to this, the school has focused on strategies to improve achievement in English in the last year, employed

an extra teacher so that pupils are not taught in classes that combine two year groups, and worked closely on improving the quality of teaching and learning. Inspection findings and the 2004 test results indicate achievement in the core subjects ⁴ for all pupils in relation to their prior attainment is good. In English, it is particularly good. Overall achievement by the end of Year 6, however, remains satisfactory. Although older pupils have achieved well in the last year, the gap is too big to be closed in a year or two and pupils do not achieve as well as they might have, had they not had weak teaching when they were younger.

7. Pupils with learning difficulties in the main school achieve satisfactorily overall. They achieve well in relation to the targets on their individual education plans because of the good support they receive both from teachers and teaching assistants.

Standards and achievement of pupils in the unit for General Learning Difficulties

8. The standards for pupils who attend the GLD unit are very low and reflect their learning difficulties. These pupils achieve well in relation to their individual targets. Pupils in the GLD Unit make good progress in developing their literacy and numeracy skills because of the skilled teaching and high level of support they receive in their daily lessons in the Unit.

Achievement of different groups of pupils in Years 2 and 6.

9. Results in the national tests for pupils in Year 2 and Year 6 have consistently shown that girls underachieve in comparison to boys at the school and to girls' performance nationally. Inspection findings do indicate differences in boys' and girls' achievement in science, but not in English or mathematics.
10. Those pupils learning English as an additional language achieve as well as the other pupils at the school. Traveller children and those in public care, or from different ethnic minorities also achieve as well as other pupils at the school.
11. The school has only recently started to identify gifted and talented pupils on an ad hoc and informal basis. Provision for them is not consistently organised. Where it is provided, as in ICT, pupils achieve well.

Standards and achievement in other subjects of the curriculum.

12. In most other subjects, achievement is satisfactory and standards are as expected by the end of Year 2 and Year 6. Pupils achieve well and have high standards in personal, social and health education, including citizenship. In religious education, overall achievement by the end of Year 6 is unsatisfactory and pupils not achieve the expected standard for their age. Too few lessons were seen in either music or physical education to make judgements about standards or achievement.
13. Overall, pupils' literacy and numeracy skills are adequate for them to use in other subjects at their current levels of attainment. Pupils' skills in writing are better than their reading skills and they are, therefore, not hindered in subjects such as history, geography, or religious education that require pupils to be competent writers. Pupils' skills in ICT are satisfactory and are used appropriately in other subjects when in the ICT suite, but not regularly in the classroom.

⁴ The core subjects at the end of Year 6 are English, mathematics, and science.

Pupils' attitudes, values, and other personal qualities

Pupils' attitudes and behaviour are **good**. Attendance is **unsatisfactory**. Punctuality is **satisfactory**. Pupils' moral, social, spiritual, and cultural development is **good**.

Main strengths and weaknesses

- Attendance is well below the national average.
- Pupils are interested in their lessons, concentrate well, and are keen to learn.
- Behaviour is good in lessons and around the school.
- The provision for pupils' moral and social development is good.
- Relationships between pupils and among pupils and adults are good.

Commentary

14. Attendance, as at the time of the last inspection, is well below national average and remains a weakness. The main reasons for this are the number of parents who take their children on holiday during term time. However, some pupils have poor attendance as there are small number of families with attendance problems and a few pupils with medical problems. Attendance has improved slightly since the school began telephoning parents on the first day of absence, and since the introduction of attendance awards, but unauthorised absence remains above average. The school monitors attendance satisfactorily, with support from the Educational Welfare Service (EWS). However, frequent changes amongst the Educational Welfare Service, the lack of support from some parents, and confusion in the recording of attendance by the school office hampers the school's efforts to address the issue fully. Punctuality is satisfactory for the majority of pupils, although there are a persistent number of late arrivals.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.5	School data:	0.8
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.

15. In response to their questionnaire, most pupils indicated that they liked school and enjoyed their lessons. Pupils are keen to take part in school activities, and participation in out of class activities is good. In their responses, pupils in Years 3 and 4, who have been most affected by staff absence during the last two years, showed least satisfaction with the school. However, in discussion, most pupils felt they had been well supported by other staff and teaching assistants, and that matters were now much better. Pupils who had arrived during the school year said that they had been welcomed into the school.
16. Nearly all pupils, including those in the unit, respond well to their teachers' expectations. Pupils are well motivated. They expect to work hard and are keen to enter into discussion. They listen well to the views of others and are confident, open and friendly. This promotes a high level of oral work that supports all pupils' language development, but especially for those learning English as an additional language. On most occasions, pupils co-operate well in the group activities planned for them, although, in some science

activities, boys tend to dominate, thus marginalizing the girls' efforts. Pupils respect their teachers, who offer them good examples of courtesy and fairness. Throughout the whole school, relationships are good and this security gives pupils the confidence to ask questions and put forward their ideas. The warm and welcoming atmosphere that this generates helps pupils, including those in public care, those from different ethnic minorities or those that are travellers, to help feel secure and included. Skilled and sensitive support from teachers and support staff, especially those in the unit, helps all pupils manage and overcome any barriers to their learning. As a result, the pupils become more confident in themselves as learners and willing to persevere.

17. Because pupils' moral and social development is good, behaviour is good throughout the school and at playtimes. Parents who responded to the questionnaire felt that behaviour was good overall, although a significant minority expressed concerns. Parents at the meeting felt that behaviour was good, except in one Year 3 and one Year 4 class. This problem was not evident during the inspection, as the teachers in these classes had recently changed. Behaviour is well managed throughout the school and pupils appreciate the rewards and sanctions system. School rules are agreed with pupils at the beginning of the year and consequently, pupils are very well aware of how they should behave and fully understand the difference between right and wrong.
18. No bullying or harassment was observed during the inspection, but pupils knew what they should do if it should occur. There is a high degree of racial harmony. Pupils with particular behavioural problems are well supported by the Behavioural Support service provided by the local education authority. In the last reporting year, there was one permanent exclusion. Procedures relating to this were correctly followed.
19. Pupils are enterprising and make full use of the ⁵school council and eco committee⁶ that make a real contribution to pupils' sense of responsibility. The personal, social and health education programme and the residential trip make a good contribution to pupils' social and moral development. In the Foundation Stage, the supportive teaching, and emphasis on personal, social and emotional development ensure that children quickly relate very well to each other and adults. Because of this, many children are likely to exceed the expected goal in this area of their development.
20. Provision for pupils' spiritual development is satisfactory. There are some well planned opportunities in religious education lessons in which pupils reflect on their own feelings and those of others. However, other opportunities in the curriculum, and those provided for in assemblies, are not systematically planned.
21. Pupils' cultural development is satisfactory. A good variety of visitors, including musicians and theatre groups, who support the planned curriculum, adequately promotes many aspects of pupils' cultural awareness. However, there are not enough opportunities for pupils to learn about the diversity of cultures in modern Britain.
22. Pupils' good personal development and their good attitudes and behaviour have been maintained since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

⁵ An elected group of pupils whose weekly meetings are chaired by a pupil. They discuss issues to do with the school that concern them and inform both their classes and the school leadership of their ideas.

⁶ An elected group of pupils whose focus is to look after and improve the environment.

The quality of education provided by the school is **satisfactory**.

The overall quality of teaching and learning is satisfactory. Assessment is satisfactory. The school provides a satisfactory curriculum that meets the needs of its pupils. Accommodation and resources are satisfactory. The arrangements for pupils' care, welfare, health and safety are good and pupils are closely involved in the life of the school. Pupils have satisfactory access to satisfactory levels of support, advice, and guidance. Links with parents are satisfactory and those with other schools and the community good.

Teaching and learning

The quality of teaching and learning is satisfactory. Overall assessment is unsatisfactory.

Main strengths and weaknesses

- Pupils from nursery to Year 2 learn well because of good teaching.
- Good teaching is currently boosting pupils' learning in Years 5 and 6.
- Teaching in Years 3 and 4, though currently good, has been unsatisfactory in some classes over the last year.
- Pupils are not always involved in evaluating their own progress or learning how to improve, especially in Years 3 to 6.

Commentary

23. Many parents at the pre-inspection meeting, and in their responses to the inspection questionnaire spoke of much good teaching at the school. This was confirmed by the inspection and indicates a significant improvement, especially in the Foundation Stage, where teaching had been unsatisfactory at the time of the last inspection. The very good features of teaching in the Foundation Stage include challenge, encouragement, and teamwork. This ensures children make good progress in their learning. Teaching is also good in Years 1 and 2 and in 5 and 6 and pupils make rapid gains in their learning, often making up some of the ground lost in previous years. However, a few parents also indicated their unhappiness at what they perceived to have been unsatisfactory teaching in one Year 3 and one Year 4 class in the past. This was also confirmed by the inspection. Evidence in these pupils' books indicates that many did the same work, which, therefore, was not matched to their needs. Expectations were low as much work was left unfinished and poorly presented, and the marking was cursory. This had a negative impact on pupils' learning which was much weaker than in the parallel classes. The inspection found, however, that this unsatisfactory state of affairs has been temporarily remedied in the last few weeks by the use of supply teachers and the redeployment of staff within the school, so that pupils' learning in these two classes is now often good. Due to this range in the quality of teaching, it is satisfactory overall.

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (19%)	29 (51%)	17 (30%)	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.

24. The improvement in teaching and the proportion of good teaching now evident at the school owes much to the headteacher making very clear his expectation that only good teaching is acceptable and his willingness to take action to fulfil this vision. Many staff have willingly taken on this challenge. Much of the teaching observed during the week demonstrated good behaviour and good relationships. All teachers, even those that have been in the school for a very short while, have established strong relationships with their pupils, setting out clear expectations about behaviour and work. Because of this fair, friendly, and firm manner, all pupils were calm, orderly and productive.
25. The proportion of good lessons in English, which was much higher than the other two subjects, reflects the additional focus that this subject has had in the last year. In general a high level of external support from Skegness Coastal Partnership and the local education authority, plus the unifying effect of a new management structure and rigorous monitoring has led to several common themes running through much of the teaching.
26. The use of one computerised planning format across the school has improved the structure of lessons. The starts of lessons are used well. Teachers ensure that pupils know what they are going to learn so they know what is expected of them. Often, introductions are lively affairs, based on good questioning that encourages pupils to explain their understanding, or games that stimulate and interest them. Teachers often use well the whole school strategy of discussion partners that is aimed at improving pupils' speaking and listening, as well as involving them in their learning. This particularly helps those pupils learning English as an additional language.
27. The main part of the lesson is well planned. Teachers know their pupils well, including those with learning difficulties, and have a good understanding of their needs. Work is generally well matched to pupils' abilities and takes account of pupils' targets in their individual education plans. This often includes extension work for the more able pupils. Pupils respond well to the many interesting, varied and stimulating activities that teachers purposefully choose, and because of this, pupils' skills often develop well. This is also true of their personal development, as role-play, competitive games, and practical activities encourage pupils to think and work in pairs or groups, discussing their work and listening to others. Resources are well used, especially many of the new ones that have been bought recently. However, classroom computers are not used as much as they could be. Teaching assistants are well deployed. Their meaningful interaction with pupils encourages them to think and complete their work. Those within the Foundation Stage work very well as a team and provide very good role models and stimulate the children well. This very effective partnership ensures that each child is supported according to its identified needs. During lessons, teachers and teaching assistants ensure that pupils who have learning difficulties, including those from the unit, understand their work and the tasks they are given, and provide continuous support and encouragement. As a result, pupils make steady progress and enjoy their lessons, concentrate well and are confident in contributing to class discussions, and they complete their tasks.
28. The ends of lessons are sometimes weak because teachers do not leave enough time to assess pupils' learning. Only in the best of lessons did teachers ensure there was sufficient time to involve pupils, through careful questioning, in an evaluation of their learning. This not only informed the teacher of those pupils who may need additional support or challenge in the future, but provided an insight to the pupils into what they needed to do next. On occasion, homework is set and this makes a good contribution to pupils' learning, but this is not consistent across the school.

29. Pupils in the unit make good progress in developing their literacy and numeracy skills because of the very good teaching and high level of support they receive in their daily lessons. Lessons are carefully planned, based on detailed knowledge of the pupils' individual needs and their learning targets. Activities are well chosen and carefully sequenced to ensure that pupils' interest is maintained throughout the lesson. At all stages, pupils are encouraged to develop their speaking and listening skills within a climate of mutual respect. As a result, pupils become increasingly confident and are willing to work hard individually and as a group.
30. Assessment, although better than at the time of the last inspection, is not always used consistently well as a natural part of teaching across the whole school. In the Foundation Stage, and in the unit, all adults keep careful notes on individual achievement and use these to plan children's work. The school has recently strengthened many of its assessment procedures and these have improved during the course of the last year. Most teachers are consistent in using end of year tests in English and mathematics to monitor progress and keep careful records of their assessment. These assessments are used well prepare work for pupils of different abilities, change lesson plans so that all pupils make progress and are systematically passed on at the end of the school year. Recently, many new ways of recording pupil progress in other subjects have been introduced. All of these are satisfactory, but are not being used consistently to adapt lesson plans, with the consequence that, on occasion, as in ICT, pupils do not always start their individual work with challenging activities.
31. In the core subjects of English and mathematics, pupils' targets are usually set, but they are often very general and refer to the learning of all pupils, rather than to the next step for an individual. The language used in these targets is often too complex for pupils to understand or read. They do not, therefore, help to guide a pupil's learning. Pupils are rarely involved in evaluating their own progress, either through regular review or through self or peer marking. Teachers mark work conscientiously and this has improved recently with some examples of good feedback to pupils, particularly in English. In many books, however, marking is not sufficiently focused on identifying strengths and areas for improvement and lesson time is rarely provided for pupils to respond to what the teacher has written.
32. The assessment of pupils with learning difficulties is good. Detailed assessment procedures for all pupils with learning difficulties, including those in the unit, ensure that their individual needs are well known, documented and shared with staff that teaches them. Assessment information is used to plan individual targets in pupils' individual education plans and for planning work, for when pupils are in the unit and in the mainstream classes. Those pupils in the unit are fully involved in planning and reviewing their targets on a regular basis and are clear about what they need to do to achieve them.
33. Assessments for pupils learning English as an additional language on entry to the school are satisfactory, but records of progress in language acquisition are unsatisfactory and do not show achievement over time. Some specialist language teaching is available but it is not effectively documented or linked with class based activities.

The curriculum

The school offers a **satisfactory** range of worthwhile curriculum opportunities. A good range out of class activities enriches pupils' learning. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Previously, an unsatisfactory match of teachers to the curriculum and pupils' needs has contributed to low standards.
- The Foundation Stage curriculum promotes children's good achievement.

- The provision for pupils with learning difficulties, including those in the unit, is good.
- Numerous clubs, visits, and visitors enrich pupils' learning.
- The personal, social and health education programme supports pupils' personal development well.

Commentary

34. The school meets in full the requirements of teaching the National Curriculum and religious education. Pupils experience an act of collective worship every day. The curriculum has improved since the last inspection and there is now sufficient time dedicated to the teaching of each subject. Topics are well planned. The school has computerised much of its planning and this saves teachers' time and has helped combat some of the problems caused by staff turnover. In the Foundation Stage, the rich and stimulating curriculum ensures children want to learn.
35. A high level of support in lessons means that pupils with learning difficulties are able to take a full part in all activities. In Years 2 to 4, a well-designed programme supports pupils who need extra help with their reading and has helped raise standards. Where appropriate, pupils work in small groups to develop basic skills or reinforce their learning, through flexible arrangements for using teaching assistants. In Years 5 and 6, some pupils are able to work with pupils in the unit. The school has been made accessible for wheelchair users and for those with physical disabilities by the use of ramps and the availability of disabled toileting facilities. However, the inconsistencies in teaching and learning in the past have also affected these pupils' overall achievement so that it is only satisfactory.
36. Curriculum provision for pupils who attend the unit is very good. When working on their individual programmes, pupils are given intensive help from a specialist teacher. A very good pupil-teacher ratio and daily teaching in the Unit for English, mathematics, and science promote pupils' good achievement. This provides them with some of the necessary skills to undertake work in the wider curriculum. The opportunity to spend the rest of the day in mainstream classes, working alongside their peers, means that pupils have access to broader learning experiences and increasingly develop their ability to communicate in larger groups.
37. The provision for pupils' personal, social, health, and citizenship education is good. There is a well-designed programme, and every class has a lesson each week. Pupils learn about healthy living and develop their ability to make informed choices. Visitors bring a very good range of resources to school to illustrate their talks to classes. Older pupils are learning about citizenship, for instance, how laws are made.
38. Overall, the preparation for pupils' later stages of education are unsatisfactory. It is good in the years between nursery and Year 2. Children currently leave reception and Year 2 with the necessary skills to succeed in the next stage of their education. However, because there has been weak teaching and an unbalanced curriculum in the past, Year 6 pupils do not have the knowledge, skills or understanding that they need in Year 7.
39. Extra-curricular clubs and visits enhance the curriculum and allow pupils to learn from first hand experience. Good use is made of the locality by teachers of younger pupils to improve their vocabulary about places. Older pupils travel more widely in the local community, visiting the local Lifeboat station to learn more about history and geography.

The residential visit extends the physical education curriculum well and provides good opportunities for pupils' social development. Numerous visitors to the school, including grandparents, the police, and the local clergy, are all used well to enrich pupils' learning. The school runs a good range of clubs, which are well attended, and participates with some success in sports against other schools.

40. The quality and quantity of resources are adequate. There have been improvements in some subjects, such as design and technology, as the school has attempted to raise standards. However, in some subjects, such as ICT, resources are still not good enough. Even though the school is filled with many good teachers, some on a temporary basis, past staffing problems and the continued temporary nature of some staff mean that the match of staff to the curriculum and pupils' needs is unsatisfactory.
41. The recently built classroom block has significantly improved accommodation. A strong drive by the leadership of the school to improve the classroom environment for both teachers and pupils has been effective. Provision for indoor and outdoor learning in the Foundation Stage is good and all members of staff make effective use of this to increase children's knowledge and understanding. The spacious and well-maintained classroom for pupils who attend the unit, with access to a wide range of resources, provides a stimulating learning environment.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. The provision of support, advice, and guidance, based on the monitoring of pupils' achievement is **satisfactory**. The involvement of pupils through seeking and acting on their views is **good**.

Main strengths and weaknesses

- There are effective procedures for health and safety, child protection and first aid.
- Arrangements for monitoring pupils' personal development lack rigour.
- Pupils make a positive contribution to the life of the school.
- The induction arrangements for pupils to the school are good.

Commentary

42. Parents felt strongly that, despite the staffing difficulties, their children were well supported and cared for. The good level of care noted at the time of the last inspection has been maintained. The school has good health and safety procedures and all pupils are well cared for. The school takes very good care and provides very good support for pupils who attend the unit. A high level of support is provided throughout the day from the teacher in charge of the Unit and from teaching assistants in mainstream lessons. Child Protection procedures are securely in place. All members of staff are aware of child protection. Pupils in public care are well supported by the school. They all have their personal education plans and co-ordination on these with social services is good. This greatly assists their academic and personal development. Risk assessments are regular and thorough and health and safety practice is good throughout the school.
43. Despite recent staffing difficulties, there is a strong bond of trust between pupils and all adults who now work in the school. Most pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice (the majority of those who did not were in Years 3 and 4). Those adults who have remained at

the school for a while know pupils' needs well. They, therefore, often provide a good informal knowledge of these pupils' personal development that is adequately supported by a system of basic class notes and reports. However, there is high pupil mobility and a high level of staff turnover that means some staff do not have enough time to get to know their pupils. The current system of recording personal development does not provide sufficient information or insight to guide these teachers in supporting pupils' personal development.

44. There are good arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents. The good arrangements for children entering the nursery and reception classes and for their transfer to Year 1 are smooth. These steps enable children to settle quickly into school routines. Parents and children felt well prepared for their new experience. Pupils who enter the school during the year are well supported by the Buddy system⁷. Pupils' views are sought consistently throughout the school, not only in lessons as part of the school emphasis on developing oracy, but also through the school council and the Eco committee. In their questionnaire, pupils felt confident that their views could be heard and acted upon. For example, they have been instrumental in re-designing the playground and established a recycling programme.
45. There are comprehensive and secure arrangements for tracking pupils' progress in English and mathematics. They are satisfactory in science. These are used well to identify pupils who may need additional support or challenge so that they can achieve well. The procedures in many of the other subjects are new and have not yet produced information that teachers could use in a similar fashion.
46. The needs of pupils with learning difficulties are well monitored and good levels of support provided. Termly reviews with parents and the statutory annual review procedures ensure that pupils' progress and welfare are under constant review, and adjustments made to meet changing needs. Where appropriate, additional advice and support from local support agencies is used.

Partnership with parents, other schools, and the community

Overall, the school's links with parents are **satisfactory**. Links with the community and with other schools are **good**.

Strengths and weaknesses

- The school has been strengthened by links with the community and other schools.
- Not all parents are fully supportive of the school or involved in their children's learning.

Commentary

47. As at the time of the last inspection, links with parents are satisfactory. In response to the questionnaire, parents and carers expressed positive views on most aspects of the work of the school that included pupils' attitudes and behaviour, the quality of teaching and leadership. However, significant numbers correctly take the view that staffing difficulties have led to inconsistency in the quality of provision.

⁷ On arrival at the school a new pupil is assigned a classmate who ensures that they are shown around the school, introduced to others and has someone to play with.

48. The induction pack for pupils in the Foundation Stage includes a good home/school assessment profile and guidance for parents. The prospectus and governors' annual report to parents are well presented and clearly written. Parents are kept well informed through lively and helpful newsletters and informal consultations at the beginning and end of the day. Reports are satisfactory: Although they are good in English, mathematics, and science and include targets, other subjects are covered very briefly. Parents, however, are not offered the opportunity to comment. To improve communication between home and school, a new ICT system, called "Simply Click", has recently been introduced. Through this, parents can access school information and e-mail their child's teacher. This is, however, still at an early stage. Parents who have children with learning difficulties, including those in the unit, are kept well informed about their child's progress.
49. Many parents are well involved in the social life of the school through an active Parents and Friends Association, and their social events are well attended. However, apart from a few parent governors, few parents help regularly in class. It is rare for the school to seek out and act on parents' views, although their concerns and complaints are dealt with well.
50. The school actively encourages parents to support their children's learning. They provide leaflets in English, mathematics, and science that include ways in which parents can help their child at home. However, parental support for homework is limited by the inconsistent setting of homework across the school. The school has set up curriculum evenings, but these are poorly attended.
51. The school's good links with the community and other schools has been maintained and in many cases improved upon. There is a good range of visitors from the community that enhance the curriculum. A number of organisations also use the premises. The work with the Skegness Coastal Partnership, has been very good. This organisation, through the links it develops between schools and educational organisations, has been effective at many levels; and has had significant impact on the quality of teaching and leadership. This has improved pupil achievement and strengthened the decision-making processes used by the school and governors. The school has, with the support of the Skegness Coastal Partnership, actively tried to develop community provision. For example, a mother and toddler group meets each week at the school. Other good initiatives aimed at developing greater community links have not been as successful. For example, a scheme for supporting parent/pupil learning in Years 3 and 4 has temporarily stopped because of long-term staff illness. Similarly, the provision for supporting parents with English as an additional language has recently been moved to another centre.

LEADERSHIP AND MANAGEMENT

Leadership, governance, and management are all **good**.

Main strengths and weaknesses

- The leadership of the headteacher has improved considerably and has been effective in addressing well many issues that have faced the school.
- A new clearly defined and understood management structure has promoted a good team spirit and a concerted drive to improve the school.
- The governing body has been supportive of the school's efforts to improve provision.
- Further development of subject co-ordination is required.

Commentary

52. Since the last inspection, with support from the governors, the local education authority and the Skegness Coastal Partnership, the headteacher has actively pursued his own professional development. His leadership is now purposeful, dynamic, and thoughtful. Because he has successfully focused on addressing many of the weaknesses identified in the last inspection, the quality of education provided has improved. The headteacher's leadership of teaching in recent years has been strong. He has made clear his expectations that teaching and learning should be good. For those who have struggled with this, he has provided intensive support and monitoring. He has tried to minimise the disruption caused by staff illness, for example, by employing teaching assistants to provide continuity. He has also worked hard to achieve a stable, well qualified and experienced staff but often his plans have had to be changed due to the difficulties experienced in recruiting and retaining staff in the whole area.
53. With the departure of the deputy headteacher, the school created a new management structure. There are clearly defined roles and responsibilities that all understand and this, along with good delegation by the headteacher, has led to better leadership at all levels of the school. Posts were created for two assistant headteachers. These are respected members of staff who provide good role models for both teaching and curriculum leadership, and give good support to the headteacher. The recently created Leadership Team provides further examples of good role models and an effective channel of communication that is used well to promote consistency across the school and foster good working relationships. Co-ordination of many subjects and areas of the school is also good, although here again staffing difficulties have had a negative impact on a few subjects. Many of the subject co-ordinators provide good leadership, especially in English, mathematics and the Foundation Stage, and this has helped to improve standards across the school. The disruption caused by the arrival of new teachers or supply teachers is reduced by the use of this level of management. They provide good support to new staff and this is supplemented by written guidance. Some subject co-ordinators have been provided with good professional development that has helped them improve their skills. However, long term development planning in many subjects is not secure and in a few subjects there has been insufficient monitoring or support.
54. Good analysis of assessment data, rigorous procedures for monitoring the quality of teaching, and the increasingly reflective nature of the school have ensured that school leadership has an accurate insight into the school's weaknesses and ways of overcoming them. This has helped to ensure that appropriate support is provided for different groups of pupils so that all can achieve, that governors are well informed and there is a good momentum aimed at continued school improvement.
55. The current school improvement plan is good and demonstrates the headteacher's commitment to providing a quality education for all pupils. This plan has focused very tightly on the agenda set by external groups that have been monitoring the school. It has currently come to a natural end. The school now has a good understanding of itself and the priorities for development, namely, standards at the end of Year 6. Some subject improvement plans have detailed how they are to improve these standards over the next few years. However, although the school holds a clear idea of the direction it has to move in, and how it is to get there, this has not yet been presented in a succinct long term plan for individual subjects or the whole school.

56. Responsibility for co-ordinating provision for pupils with learning difficulties is shared between four people. The management of this provision is good as the teacher in the unit undertakes effectively the central role for co-ordinating and managing assessment and review procedures. However, due to the shared nature of this responsibility, leadership is satisfactory, as the approach to identifying needs, priorities and planning for the future lacks rigour.
57. Provision for pupils who attend the unit is well managed. There is a clear understanding throughout the school of the purpose of the provision and very good oversight of the needs of the pupils. The standards and quality of provision reported in the previous inspection have been successfully maintained.
58. School administration, including that of finance, is satisfactory. Office staff provide satisfactory support for managing the complexities of a large primary school, especially in relation to meeting the needs of parents and pupils. In the past, financial management has been weak, and this has contributed to the school's overspend. Its deficit recovery plan has acknowledged this and the plan sensibly suggests the use of a financial bursar to improve this aspect of school management.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	751,871	Balance from previous year	2,218
Total expenditure	776,948	Balance carried forward to the next	-22,859
Expenditure per pupil	2,066		

59. Although the school uses many of the principles of financial management well, except that of consultation (parents' views are not regularly sought), there are financial problems. The budget deficit of 2002 to 2003 has grown significantly during 2003 to 2004. This has been caused by expenses incurred by high levels of staff illness and the growth in the school's population. Extra staff were, therefore, needed, for which the school received no additional funding. A further expense grew from the need to address weaknesses, particularly underachievement and low standards noted at the time of the last report. In response to the school's own monitoring and lack of improvement after the last inspection, the governors' decision in the last year to employ an additional teacher to end the difficulties of classes which combined two year groups has been the most costly element in the last year. In terms of pupils' learning, this has had a positive effect, and the money has, therefore, been wisely spent. The governors have devised a clear budget recovery plan, based on prudent spending and sensible predictions of increased pupil numbers. The envisages that the school budget will be balanced by 2006-7.
60. Governance of the school is good. There have been good improvements since the last inspection. In the last two years, the governors have had additional training and are now provided with more accurate and realistic information with which to inform and monitor the school. There is a new committee structure that ensures that all areas of the school are regularly monitored. The most influential of these is the group of governors who have been meeting monthly and are responsible for monitoring the implementation of the

school improvement plan. These structures have meant that they are not only supportive, but also critical, and offer good strategic guidance. They fulfil all their statutory duties.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

61. The **good** provision in the Foundation Stage is a very significant improvement from the unsatisfactory provision noted at the previous inspection, and that, in the past, resulted in many children underachieving and not reaching the expected goals for their age at the end of reception. Now, **children achieve well** in the nursery and reception classes from a below-average starting point in all areas of learning. Their social skills are particularly low when they start. Teaching is good in all areas of learning, and strong teamwork gives good support to all children. Carefully planned provision and support for children with learning difficulties ensure they learn well and work happily alongside their classmates. All children quickly become secure and confident with each other and with adults because of the positive relationships. The stimulating and imaginative curriculum makes children want to learn and try new experiences. This and the use of assessment to plan the next steps of learning ensure children have work that meets their needs effectively. All staff take every opportunity to involve parents and carers in their children's development. This increases the sense of partnership and has a positive effect on children's learning. The accommodation, indoors and outdoors, and the learning resources are good. They give children stimulating and interesting learning areas. These very good improvements are a direct result of the good quality leadership and management that provide a cohesive Foundation Stage unit.

Personal, social, and emotional development

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

Main strengths and weaknesses

- Children achieve very well because of the consistently high quality of teaching and support.
- Very good relationships between children, adults and parents/carers give children security, self-confidence and independence

Commentary

62. The consistency of support for children in the Foundation Stage ensures they have a very secure base for developing their social skills. The very good teaching ensures all children make very good gains in their learning. Staff work hard to increase children's self-awareness, independence and patience in sharing equipment and taking turns to answer questions. Good quality planning ensures that all children join in the full range of activities. They gain confidence and self-esteem as they increase their ability to work well with each other and adults. Children tackle their work with much enthusiasm in the nursery and are keen to try new experiences. This eagerness continues as children move into the reception classes where they responded very well to looking at and handling snails. Skilful teaching gives children much encouragement and the organisation of group work ensures children learn to work and co-operate with different adults. This makes a positive contribution to children's attitudes and relationships in the nursery and reception classes. Children leave their parents/carers happily and settle quickly to the expected routines. Calm and sensitive teaching ensures they become

secure and develop trust in adults. Therefore, most children are likely to exceed the goals for their age and will have achieved very well.

Communication, language and literacy

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

Main strengths and weaknesses

- All children achieve well because all adults put a strong focus on improving communication skills.
- Consistently good quality teaching and learning ensure children develop good reading and writing skills.
- Children's speaking skills are not as good as their reading and writing.

Commentary

63. Adults in the nursery and reception classes work very closely together to ensure children learn to listen carefully to adults and each other. They quickly learn to listen and follow instructions accurately. All adults share stories with children regularly and encourage them to develop an interest in books and to want to read. Many children choose to look at books in the nursery and talk eagerly about them. This interest continues in the reception classes where children learn to read simple sentences and reach the expected standards in their reading. The nursery team give children many opportunities to experiment with early writing skills. This enables children to realise that writing conveys meaning. Consistent encouragement ensures that children build well on these early skills as they move through the reception classes. They quickly learn to write words and sentences and many already write stories of two or more sentences. Despite adults' efforts, not all children speak clearly and use sentences when they answer questions. They are eager to talk but many have difficulty in maintaining a conversation. Good quality planning ensures that children cover work which is well matched to their needs. Most children in the reception classes already meet the Early Learning Goals in reading and writing.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because of the emphasis on practical learning.
- All adults ensure children use their mathematical skills across other areas of learning.

Commentary

64. Teaching and learning in this area of development are good. The Foundation Stage team give children exciting and stimulating mathematical experiences in the nursery and reception classes. This makes children interested and motivates them to increase their skills in recognising numbers and shapes. By the time they leave the nursery, most children know number and shape names and match numbers as they park vehicles in numbered bays. The effective support for all children ensures they increase their skills so

that, by the time they leave the reception classes, most meet the Early Learning Goals. Throughout the Foundation Stage, children enjoy counting sessions and join in eagerly. The reception class team ensure children learn to use suitable mathematical language. For example, children used their knowledge of mini-beasts to reinforce their understanding of “one more”. All children use computers effectively to support their learning as they identify and move shapes and numbers on the screen. Adults ensure children use their mathematical skills as part of everyday learning, such as looking at shape outside. This helps them consolidate their understanding and knowledge before moving on to new learning.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Adults ensure children have plenty of opportunities to investigate and ask questions.
- Consistently good use of the outdoor learning area enables children to care for plants and observe change in natural surroundings.

Commentary

65. Good teaching and learning in the nursery and reception classes increase children's confidence in finding out about natural and manufactured objects. All adults make sure that children increase their awareness of the world around them. They take them out into the immediate local area and make very effective use of the school grounds. Children in the nursery enjoy caring for their plants and know the names of the vegetables they have grown. They have a secure foundation for work in science as they mix oil with water and observe what happens. This good teaching continues in the reception classes where children observe and look after creatures, such as snails and chrysalis. Adults encourage children to ask questions and make predictions, such as what will happen to the chrysalis. The interesting work stimulates and motivates children to learn and try new things. By the time they leave the reception classes, most children are confident about joining materials together to make model animals. This increases their understanding of how different methods work and enables them to make informed choices. Children have secure skills in using the mouse and keyboard of a computer to control movement on the screen. For instance, by the time they leave the reception classes, children create pictures and know how to click and drag to change paint colours. Most children achieve well and will meet the Early Learning Goals by the end of reception.

Physical development

Provision is **good**.

Main strengths and weaknesses

- Adults make effective use of the indoor and outdoor spaces to develop children's physical skills and awareness of space.
- Not all children use tools, such as scissors, well.

66. Good quality teaching and learning ensure children increase their skills in using and controlling their bodies. This results in well-developed ability to control balls or to steer wheeled vehicles around objects. Children have an increasing awareness of space and

how to use it without bumping into each other. Their ability to use tools, such as scissors, is less well developed and adults tend to cut out for the children. All have access to the school hall and to well equipped outside learning areas. Adults interact well with children and encourage them to become independent in their learning. The effective co-ordinator has created good provision, with each class having immediate access to outdoor learning. This gives all the children opportunities to work outside on a variety of surfaces. Most children's skills already meet the expectations of the Early Learning Goals in the reception classes. Because of this good provision, children achieve well.

Creative development

Provision is **very good**.

Main strengths and weaknesses

- Children achieve very well because of the very good range of activities provided.
- All adults ensure children build on and increase their imagination, skills and techniques.

67. High quality teaching and learning ensure that children begin to develop their imagination very effectively from entry to the nursery. The very good provision of imaginative areas that interest and involve boys and girls increases thinking, speaking, and co-operative skills. For example, children enjoy building a sun shelter for small creatures and imagine how it will be used. Skilful teaching enables all children to learn to mix and use paint to create pictures and patterns and use materials to make collages. Adults in the reception classes build effectively on these early experiences. This helps children develop their skills of using media and materials well. For example, children experiment with a range of materials to create three-dimensional collages. They use their imagination effectively when they use the apiary and wear protective bee-keeping clothing. All children practise their singing skills in a range of nursery rhymes and songs in lessons and have specific music sessions. Most children are likely to exceed the requirements of the Early Learning Goals by the end of their reception year. Improvement since the previous inspection is very good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses.

- Strong leadership in the subject is bringing about improvement.
- Pupils achieve well in Years 1 and 2 and standards are above those expected.
- Although pupils achieve well in Year 6, standards are well below the expected level.
- Staffing difficulties have hampered the school's efforts to raise standards.
- Approaches to assessment in the classroom are inconsistent.

Commentary

68. Overall achievement in English is satisfactory. It differs between Years 1 and 2 and Years 3 to 6. In the 2003 national test results at the end of Year 2, writing standards were well above the national average, and standards in reading were average. These results represent considerable improvement since the last inspection, when standards were

below average. Inspection findings and the 2004 test results indicate that standards in writing have remained high, and standards in reading are now above those expected because of the school's efforts in the last year. Pupils in Years 1 and 2 achieve well in their language development. Previously, few pupils had met the goals expected for their age by the time they finished the Foundation Stage.

69. In 2003, standards in English at the end of Year 6 were in the lowest 5 per cent nationally. These results were similar to those noted at the time of the last inspection. In relation to their standards at the end of Year 2, pupils achieved well, especially the more capable pupils. However, school monitoring indicates that standards could have been higher if these pupils had not suffered disruption to their learning caused by staff absences and unsatisfactory teaching. In addition, the teaching of pupils in classes with more than one year group last year, and staff illnesses caused little improvement in the 2003 national tests, despite the school's efforts. Inspection findings and the 2004 test results indicate that there has been a significant improvement in standards this year, even though overall standards remain well below those expected. This is due to staff changes, good teaching, pupils being taught in classes with a single year group, and far less disruption due to staff illness in the current Year 6. However, this has not yet been sufficient to make up for four years' disrupted learning, and standards remain too low, with pupils not achieving as much as they could in relation to their capabilities.
70. In the unit, pupils make steady progress in developing their skills in reading and writing, and they achieve well in relation to their individual targets. Although their attainments are well below expectations for their age, they nevertheless make steady gains in their ability to use a range of strategies to improve their reading, to write neatly and accurately and to present their work well.
71. Over a three-year period, compared with the national picture, girls do less well than boys in reading and writing at the end of Year 2, and in English generally at the end of Year 6. There was, however, no evidence of this during the inspection week.
72. Standards in speaking and listening, at the end of both Year 2 and 6, are in line with national expectations. In relation to their prior attainment, pupils have achieved well. This is because in the last year, the school has introduced many good strategies into their teaching. This is having a considerable impact on standards across all strands of English and the progress of those pupils learning English as an additional language.
73. Due to the focus on literacy in the last year and support from external groups, the overall quality of teaching and learning is satisfactory. It differs between year groups. The quality of teaching is good at Years 1 and 2 and satisfactory in Years 3 to 6. It is clear that there has been some unsatisfactory and inconsistent teaching in the past, due to staffing difficulties. In the last year, this has been most marked in a Year 3 and a Year 4 class. The rate of learning in these two classes has been slower than in their parallel classes. This has directly affected pupils' attainment as they have failed to make the progress of which they are capable. This is now being addressed and some very good teaching is having considerable impact, particularly on pupils capable of the highest standards. There has been consistently good teaching in Years 5 and 6 this year, aided by the governors' decision to fund an additional teacher to ensure that pupils were taught in a class that contained one year group.

74. The strengths of the current teaching lie in improved subject knowledge and understanding and consistent planning, both long and short term. Improved knowledge and understanding, coupled with more focused teaching, for example, with regard to the teaching of phonics, have improved reading in the last year. New reading books, and a greater allocation of time to read them, have helped pupils' learning. However, the library, although tidy and well organised, is an unappealing place to go and is not well used.
75. Lessons are well organised, activities follow logically from one to another so that pupils build on work that has gone before and pupils are interested and focused on their work. Teachers set high expectations for pupils, to which they are beginning to respond. Work is planned at different levels so that pupils are challenged but are still able to achieve. Pupils work well together in groups or in pairs and most are able to concentrate on their work. Teachers plan interesting contexts for learning, such as a debate about the building of a bypass around Skegness, or devising questions for the visit of the Fire Service to the school. ICT is appropriately used in the ICT suite, although not so well used in some classrooms. Support from teaching assistants or intervention from the teacher is timely and well directed so pupils with learning difficulties often achieve well.
76. The teaching of English in the unit is very good. The curriculum is designed to provide a wide range of experiences to help pupils practise and consolidate their literacy skills. Work is matched to individual needs, taking account of pupils' targets and specific learning difficulties. Good planning and well-managed activities ensure that pupils' interest is maintained throughout the lesson and that pupils enjoy their work.
77. Where weaknesses still remain in teaching, they are associated with the use of assessment to enhance learning. Marking has improved since the last inspection, but is still variable from class to class. Personal targets have been set, but are not always used effectively because they are too general or pupils do not understand them.
78. Subject leadership is very good. The co-ordinator's enthusiasm and knowledge have driven through many of the improvements that have had an impact on standards. She demonstrates very good practice and has placed great emphasis on using the data from tests and assessments to provide quality information to underpin progress. There is now real clarity in the school about the strengths and weaknesses of the subject, and this is being used to plan for greater improvement in the future. Overall improvements since the last inspection have been good.

Literacy across the curriculum

79. Links across the curriculum are good and this is an improvement that is being developed further. There are good examples of extended writing in history and in science, for example. This is an improvement upon the findings of the last inspection and supports pupils' achievement. Good efforts are being made to enrich the curriculum through exciting events involving storytellers and a drama group. Pupils have been involved in a range of activities from drama productions to a 'spellathon'. All of this activity helps to promote positive attitudes and a desire to learn.

MATHEMATICS

The quality of provision is **satisfactory**.

Main strengths and weaknesses

- Good leadership has improved the quality of provision.
- Although pupils in Year 6 are now achieving well, standards remain too low.
- Consistency in teaching has helped Year 2 pupils make good progress.
- Pupils are not always involved in evaluating their own work and are often unsure of how to improve.

Comment

80. Standards in the 2003 national tests for pupils at the end of Year 2 were average. Inspection findings, as well as the results of the 2004 national tests, indicate there has been a slight improvement, but overall standards remain as expected. Since the last inspection, standards have risen considerably because of good leadership and teaching. In the last two years, pupils' achievement has improved and is now good. The majority left the Foundation Stage without achieving the standards expected for their age. Since then, they have been taught well, and their confidence as mathematicians has improved.
81. In 2003, standards at the end of Year 6 were well below the national average. Despite the school's efforts, there had been little change between 2002 and 2003 because pupils were being taught in mixed age classes, and staff illnesses caused a great deal of disruption to pupils' learning. Inspection findings and the test results for 2004 indicate that there has been a slight improvement in Year 6, due to good teaching and a lack of significant disruption through staff illness. In relation to their attainment at the end of Year 2, which was extremely low with a high level of underachievement, these pupils achieved well. Because of this and the negative impact of unsatisfactory teaching and frequent changes of teacher since the start of Year 3, overall achievement is satisfactory.
82. In the last year, weak teaching has been very evident in a Year 3 and a Year 4 class. However, due to the use of supply teachers and the good redeployment of staff, by the time of the inspection, teaching in these classes was good and pupils were achieving well.
83. Although there is little difference between the standards achieved by boys and girls in Year 2, there is a big difference between them over a three-year period at the end of Year 6.
84. Pupils in the unit make good progress in developing their mathematical understanding and their number skills. Although their attainments are well below expectations, they nevertheless achieve well in relation to their abilities and their individual targets. Pupils with learning difficulties in the rest of the school achieve similarly to the rest of the school; better in Years 1 and 2 than in Years 3 and 4. This pattern is also true of pupils learning English as an additional language.
85. Teaching and learning are satisfactory. In Years 1 and 2, teaching is good. Minimal staffing difficulties have ensured that the quality of teaching has been constant, and pupils make good gains in their learning. Pupils are keen to learn because teachers set interesting and challenging tasks for all levels of ability.

86. In Years 3 to 6, improvements in teaching have been helped by the governors' decision to employ an additional teacher so that no pupils are taught in a class that combines two year groups. However, in spite of good learning seen in lessons, teaching remains satisfactory overall, due to the evidence of weak teaching in the past year in Years 3 and 4. A scrutiny of pupils' books in two of the classes indicates that, unlike the current good teaching in the parallel class, pupils' learning in the past has been unsatisfactory due to numerous staff changes or to unsatisfactory teaching.
87. Currently, there is some good teaching in classes in all age groups. Some of the issues identified at the time of the last inspection have been addressed. For example, the beginnings of lessons are lively affairs that capture pupils' interest and give them an opportunity to develop their basic skills. Teachers use a good range of activities, such as clapping the rhythm of fives as they counted or developing the concept of angles through art. The good level of oral work in many lessons, as well as practical activities, support well the achievement of pupils with learning difficulties and those learning English as an additional language. However, as at the time of the last inspection, the end of a lesson tends to be dominated too much by the teacher and this does not give pupils a chance to explain their answers or evaluate their own learning. Pupils who attend the GLD unit are taught in small groups. Skilful and imaginative teaching ensures that pupils' confidence in their ability to succeed is maintained, even when they find the work difficult.
88. There are well-planned topics that often combine the use of mathematics and ICT, for example, Years 5 work on databases. However, during the inspection, few computers were turned on during mathematics lessons and the use of ICT was rarely identified in teachers' planning.
89. Data from tests is used well to help teachers plan further work, work for pupils of different abilities, and to decide which pupils will have booster classes. Teachers are much less experienced at telling pupils the small steps that will help them improve within a topic. The targets that they set are often too general and do not help pupils improve. Some pupils' work is marked well. For example, in Year 2 and Year 6, pupils get pointers for improvement, but this is inconsistent throughout the school.
90. Leadership and management are good. The subject leader is a good role model for colleagues, has organised training for them and supports their work with her good subject knowledge. Data from test results, monitoring of teaching and learning and scrutiny of pupils' books have been carefully analysed. These inform the action plan, select pupils for booster groups, and indicate to teachers which aspects need further work. The action plan is sound but not sufficiently succinct in identifying key priorities and actions that would help raise achievement.
91. Overall improvement since the last inspection has been good.

Mathematics across the curriculum

92. Pupils make satisfactory use of their mathematical skills in other subjects. These opportunities are incidental rather than planned to consolidate pupils' learning. The pupils use their data handling skills in many subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2, pupils achieve well and attain standards well above those expected.
- Most of the teaching observed during the inspection was good.
- Standards at the end of Year 6 are well below those expected because, although pupils now achieve well, they have not done so during the whole of their time in the school.
- Girls do not do as well as they could.
- Pupils are not involved in evaluating their own work or always told how to improve their work.

Commentary

93. Teacher-assessed science results at the end of Year 2 in 2003 were very high. They were in the top 5 per cent nationally. Inspection evidence and the teacher-assessed results of 2004 indicate that standard remain high. Because of good teaching, those pupils who sat their tests in 2003, as well as those currently in Year 2, achieved very well in relation to their low level of prior attainment at the start of Year 1. These results are a great improvement upon the findings of the previous inspection.
94. In contrast, results in the 2003 national tests for pupils at the end of Year 6, although an improvement on the 2002 results, remain well below the national average. Inspection evidence and the results of the 2004 tests indicate that, even though there has been a slight improvement on the 2003 results, standards remain well below those expected. However, in relation to their prior attainment (their teacher-assessed results at the end of Year 2 four years ago), most pupils in the 2003 and 2004 year groups achieved very well.
95. Overall, achievement is satisfactory. In Years 1 and 2, it is better than expected because pupils have received a constant level of good teaching. In Years 3 to 6, however, achievement is satisfactory. During the last few years, many pupils in Years 3 to 6, including those currently in Year 6, and those who sat the national tests last year suffered a great deal of disruption caused by staff illness and unsatisfactory teaching. In addition, for much of their education, insufficient time was devoted to the teaching of science. This has now been rectified. However, the legacy of four years of disruption to their education has meant that many pupils have not achieved as well as they could. Even though pupils in Years 5 and 6 are now achieving well because of good teaching, the gaps in their knowledge and understanding are too great to be filled in such a short period of time, and standards remain too low.
96. Pupils with learning difficulties make similar progress to other pupils. It is better in Years 1 and 2 than it is in Years 3 to 6. There is a similar pattern in the achievement of pupils learning English as an additional language. The current emphasis on explaining subject specific language, and the use of paired and group work to stimulate pupils' language development is helping both these groups of pupils to achieve better. Over the last few years, in the national tests, girls have done far worse than boys at the school, and far worse than girls nationally. In some lessons, a similar pattern was observed during the inspection. The teacher did not always challenge the practice of boys taking the lead in discussion and practical work. Pupils in the unit enjoy their science work and achieve

well because the National Curriculum programmes of study are carefully adapted to take account of the pupils' particular difficulties and their learning needs.

97. Overall, the quality of teaching and learning is satisfactory. During the inspection, most of the teaching observed was good and during these lessons pupils made good gains in their learning. However, the sampling of pupils' work from Years 3 and 4 indicates that some of the teaching in a Year 3 and a Year 4 class has been unsatisfactory and pupils' learning was disrupted due to staff absence.

In lessons observed during the inspection:

- teachers ensure that pupils know what they are learning and are focused on this;
- investigative and practical activities have a high priority. For example, a game in Year 5 encouraged pupils to draw or explain parts of a flower to their team for them to guess its name or function.

98. The use of assessment is satisfactory. Teachers use their knowledge of individual pupils well to plan challenging lessons for pupils of different abilities, including the more able. In many cases, pupils' work is carefully marked and encourages pupils to think of how they would improve. However, pupils are rarely given time to respond to this marking and they do not have their own targets in science.

99. Pupils who attend the unit are taught science in small groups within the base. Pupils make good progress in their understanding of scientific concepts because of the good teaching and the very good use of discussion to explore pupils' understanding and reinforce new learning.

100. Overall, the co-ordination of science is satisfactory. Although the current co-ordinators have achieved much in the last year, staff changes have had an impact on the long-term development of the subject. They have provided science with a higher profile by arranging activities, such as a science festival and the use of visitors from the community, to enhance the curriculum and develop staff knowledge and confidence. Careful planning has ensured that both numeracy and literacy are used well in science, although ICT (especially the use of computers in the classroom) is used satisfactorily. Their monitoring and evaluation of teaching and pupils' learning are satisfactory and have provided a good insight into the quality of the provision.

Overall improvements since the last inspection have been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The co-ordination of the subject is good.
- Standards have improved since the last inspection.
- Pupils' learning in Years 3 and 4 has been disturbed this year due to staff turbulence.
- The number of computers does not meet the recommended ratio.
- Assessment is not consistently used across the school.

Commentary

101. Standards in ICT are in line with those expected at the end of Year 2 and 6. Standards in Year 2 have been maintained since the last inspection, and have improved at the end of Year 6. This is because in the last two years, pupils have had greater access to computers; the catch-up programme initiated after the last inspection has been successful and teacher confidence and expertise has increased due to staff training. Standards across all strands of the curriculum are as expected in Year 2. In Year 6, pupils' skills in exchanging and sharing information are slightly higher than is normally seen, although their ability to use ICT to develop their own ideas and control things is slightly below. This is because the school's emphasis on raising achievement in literacy has promoted the use of computers, but a lack of suitable resources has hindered pupil achievement in developing ideas and making things happen.
102. All pupils, including those with learning difficulties and those learning English as an additional language, achieve satisfactorily. Pupils who attend the unit make good progress in their use of ICT because of the good availability and regular use.
103. Overall, the quality of teaching and learning is satisfactory. There were many common themes that ran successfully through most lessons. Lesson planning across the school is standardised. Each lesson clearly identifies its objectives, lessons follow an established pattern of introduction, activity, and discussion at the end. Although teachers often introduce the lesson well, asking pupils to recap what they had learned previously, discussions at the end are often rushed. Pupils miss the chance to be involved in evaluating their own progress and identifying what they need to do next. In most lessons, teachers' behaviour management is good and pupils are attentive. This promotes a good learning environment and is aided by good relationships. Pupils are willing to ask for help when stuck and support each other when working in pairs.
104. On occasions, too few computers limited pupils' learning. At times, three pupils had to share a computer. This made both seating and equal access to the keyboard difficult and limited pupils' learning. Usually, teachers provide pupils with sufficient challenge but on other occasions, all pupils were expected to start from the same point and, therefore, more skilled or confident pupils wasted time before they reached the extension work that had been provided for them. This is partly because the current assessment procedures are not detailed enough and the information provided is not used well enough to provide pupils with different activities from the start of the lesson.
105. An analysis of pupils' work, in Years 3 and 4, shows a stark contrast between parallel classes. In those classes where the teacher has remained constant during the year, there was a good amount of work covering all strands of the curriculum. In the parallel class, however, there was less work, and the work that was completed was rarely of the same standard. This has now been remedied and pupils in both classes are making similar gains in their learning as in the parallel class.
106. Leadership is good because the co-ordinator has used her own enthusiasm and knowledge to develop a long-term vision for the subject that is clearly expressed in a five year strategic development plan. This covers most aspects of the subject fully, including improving assessment and extending the use of computers into all subjects. However, it does not address in sufficient detail how the school is to meet the government target of one computer to eight pupils. The management of the subject is good. The co-ordinator has been instrumental in building staff confidence and expertise through organising and leading courses for the whole staff as well as individuals.

Information and communication technology across the curriculum

107. The use of ICT across the curriculum is satisfactory. The school has developed a number of planned opportunities for pupils to use ICT in their studies, for example, researching mountains in geography, and in history, developing multi media presentations on the Victorians. Although teachers make good use of the ICT suite, many classroom-based computers were rarely used or their potential use identified in teachers' planning.

HUMANITIES

108. Due to the structure of the timetable, it was not possible to see enough **geography** or **history** being taught to make an overall judgement about provision. Pupils' work in their books and around school indicates that pupils have achieved standards that meet those expected by the end of Year 2 and 6 in both subjects. This is an improvement since the previous inspection when standards were below those expected in history in Year 2 and geography in Year 6. Work analysis shows a disparity between parallel classes in Years 3 and 4. This has been remedied recently but has restricted pupils' achievement in some classes.
109. Standards have improved because there have been improvements in both the history and geography curriculum, the amount of time allocated to the teaching of both subjects, and the range of resources available to support pupils' learning.
110. In the few lessons seen in geography, teachers provided interesting opportunities to promote pupils learning. For example, in a discussion on a 'proposal' to develop the school playground, pupils had good opportunities to develop their oracy skills, their sense of democracy, and their personal development in terms of safety and environmental issues. In one lesson, pupils from the unit progressed well because of the good support they received from teaching assistants and because activities were well matched to their needs. Work in pupils' history books shows their work in history is interesting and stimulating, often because it is linked well to the locality. ICT is used well in both subjects to support their work. Teachers provide good opportunities for pupils to use their English skills. Pupils often write at length but they do not always use subject specific vocabulary correctly, especially in geography, and this restricts their achievement.
111. In both history and geography, assessment procedures have improved since the last inspection. The simple assessment systems used show how well pupils are doing as they move through the school.

Religious Education

The quality of provision is **satisfactory**.

Main strengths and weaknesses

- Teachers use role-play and stories well to share their good subject knowledge.
- Visits as well as visiting speakers bring the subject alive for pupils.
- Inconsistent teaching and problems with curriculum coverage have, in the past, limited pupils' learning.

Commentary

112. Standards in Year 2 are in line with the expectations of the locally agreed syllabus and pupils achieve satisfactorily. Pupils have a sound knowledge of Jewish and Islamic festivals and an equally sound understanding of Christian festivals. Standards in Year 6 are below the expectations of the locally agreed syllabus. For example, a sample of pupils could only name four of the Commandments and they recalled only three of the Five Pillars of Islam. Achievement in Years 3 to 6 has been unsatisfactory because, during the last few years, insufficient time has been devoted to the teaching of the subject, and the learning of those pupils currently in Year 6 has, in the past, been disrupted by staff absence and unsatisfactory teaching.
113. Teaching and learning are satisfactory overall, and since a review of the subject, sufficient time is now allocated to the teaching of it. Some very high quality teaching was seen during the inspection. This teaching was characterised by very good subject knowledge and enthusiasm, which transmits itself to the pupils and engages them. Teachers use a range of methods well, for example, role-play of a Jewish ritual in Year 2, and pupils telling a creation story in Year 3. This stimulates pupils' interest and motivates them. Good questioning also encourages pupils to respond with increasing sensitivity to worship and to become increasingly aware that some questions, such as, 'Who made God?', cannot easily be answered. Good quality teaching in Year 6 has helped pupils to understand more about Islam and Christianity and produce good quality work in their books. Opportunities for pupils to write at length support their language development well. Teachers make good use of visitors to enrich pupils' learning and broaden their cultural development. Pupils in Year 6 clearly recalled the visit of the Hindu dancer, and enthusiastically demonstrated the hand shapes by which the dancer told the story. In the classes where the teaching is good, marking helps pupils extend their knowledge and understanding and teachers ask meaningful questions such as, 'What sort of person was he?'. In some other classes, teaching is sound but less inspiring. Marking is not as informative and teachers' questioning is not quite as good. Teachers ask questions to which there are simple answers. This does not, therefore, encourage pupils to put into words their knowledge and thoughts, for example, what they felt like when they entered the church.
114. Leadership is good. The subject leader has a personal interest in the subject and her enthusiasm is infectious. She is a good role model for colleagues and shares her knowledge freely to support the teaching of others. Management is satisfactory. Some monitoring of pupils' work and teaching has happened but not enough for the subject leader to have a firm understanding of standards through the school. Improvement since the last inspection has been unsatisfactory as standards have fallen.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

115. There were too few opportunities to see either **art and design** or **design and technology** being taught during the inspection, so no overall judgement about provision can be made. From a scrutiny of pupils' work and from evidence on display around the school, standards in both subjects are in line with those expected nationally at the end of Years 2 and 6. Pupils make satisfactory progress in both subjects. Standards in design and technology have improved since the last inspection as more time is devoted to the teaching of it and more resources have been brought to support pupils' learning.

116. In art and design, good use is made of the local environment, as shown in the sculptures based on nature that were created in Years 1 and 2, following a visit from an artist. Images from different cultures, for example, aboriginal designs, also stimulate pupils' imagination and cultural development. There is some evidence that pupils have studied the work of artists and craftspeople, though this is an area that is relatively undeveloped.
117. A revised curriculum for design and technology has helped to raise standards. There is now sufficient time for pupils to develop all the skills in each of the design, make, and evaluate parts to this subject, and there are now relevant links that make the subject more meaningful, for example, making a healthy sandwich for a brother or sister. As more money has been provided to buy additional resources and materials, pupils are able to generate and develop their own ideas in a range of activities and have a reasonable understanding of materials and how tools might be used.
118. Due to staff illness, there is no leadership in either of these subjects, but arrangements have been made to manage the planning and the implementation of lessons in a satisfactory way. This has been greatly helped by the introduction of computerised planning.
119. Very few **music** lessons were seen during the course of the inspection and, therefore, no overall judgement can be made about the provision or pupils' standards and achievement. Documentation indicates that the satisfactory development of pupils' musical skills has been maintained since the previous inspection. The use of ICT to support learning is an improvement since the previous inspection. This use is evident in the research pupils do into the lives of composers, such as Holst and Saint Saens. The extra-curricular opportunities are similar to those at the previous inspection and are open to all pupils. Keyboard tuition is popular and pupils take part in concerts and school productions. Pupils sing enthusiastically and melodically in assemblies and singing practices and clearly enjoy these sessions. The brief composing and performing observed during the inspection indicate that pupils achieve satisfactory standards in these elements of music. In these sessions, pupils from the GLD unit progress well because of the good support they receive from teaching assistants and because activities are well matched to their needs. Visits to musical productions, such as the forthcoming London theatre visit, increase pupils' interest in music and make them more aware of its relevance outside school. There are good quality instruments, western and non-western, that make a positive contribution to pupils' interest, achievements, and cultural awareness. The use of a nationally recommended assessment system gives a clear picture of achievement across the school.
120. **Physical education** was not a focus for the inspection and too few lessons were seen in any one aspect of the pupils' physical development to make a judgement about overall provision or standards and achievement. A review of the school's planning indicates that the National Curriculum requirements are exceeded. The school teaches all the expected elements, including a comprehensive programme of swimming. This enables the vast majority of pupils to swim the standard 25 metres before they leave the school. In addition, it offers a residential visit where pupils in Years 5 and 6 enjoy a wide range of outdoor pursuits. A professional dance coach also adds significantly to pupils' achievement in this aspect of the subject. In the session observed, both boys and girls enjoyed the music and tackled the steps with a positive attitude, improving both their stamina and co-ordination. They were eagerly practising for the school's attempt on the world line dancing record. The school provides a good range of sports clubs and activities, which are well attended by pupils. Additional clubs allow pupils to take

responsibility, like the lunchtime 'fun club' run well by Year 6 pupils. The school has successfully competed at local level in many sports, swimming, and athletics events.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Good links with other subjects improve pupils' personal development.
- Resources and visitors enhance the programme.
- There are too few systems by which the subject can be evaluated.

Commentary

121. In relation to their prior attainment, pupils achieve well, and standards at the end of both Years 2 and 6 in terms of their attitudes and behaviour are above those expected. This is because a well-written programme fully covers the recommendations for this subject that include health issues and citizenship. Every class has a lesson each week and content sometimes spills over into other lessons. For instance, pupils' understanding of the functioning of their bodies in science is extended through additional work on 'drugs awareness' and sex education. Pupils are used to electing members to the school council and debating issues in the Eco committee.
122. During the inspection, the school was involved in a 'Healthy Schools Week'. Because of this, class teachers taught few lessons during the inspection as many sessions were taken by outside speakers, such as the police, dental hygienist, and members of the food agency. Their presence stimulated interest and they brought with them a huge array of resources, which intrigued the pupils. These sessions were often well followed up or supported by the class teacher. For example, in a Year 1 class, pupils were thrilled when the teacher showed the contents of her lunch box. They knew whether the food was 'good' or 'bad' for her and gleefully sorted their own food into groups.
123. Leadership is good. The subject leader is experienced and has written a good programme for colleagues to follow. She promotes the subject well and also its links with other subjects. A well-organised week of events has raised the profile of the subject in the eyes of pupils and staff. Management is satisfactory. The impact of the programme has yet to be evaluated because few feedback systems to monitor it are yet in place.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	4
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	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
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).