

INSPECTION REPORT

WYBERTON PRIMARY SCHOOL

Wyberton, Boston

LEA area: Lincolnshire

Unique reference number: 120681

Headteacher: Mr W Smith

Lead inspector: Alison M Cartlidge

Dates of inspection: 5th – 7th July 2004

Inspection number: 258519

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: Foundation
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 219

School address: Saundergate Lane
Wyberton
Boston
Lincolnshire
Postcode: PE21 7BZ

Telephone number: (01205) 364 797
Fax number: (01205) 355 467

Appropriate authority: The governing body
Name of chair of governors: Mr T Booth

Date of previous inspection: 21st September 1998

CHARACTERISTICS OF THE SCHOOL

The school is of average size and serves the village and surrounding area. Pupils come from a wide range of home backgrounds and attainment on entry to the school is broadly average. Most pupils are of white-British origin and no pupils have English as an additional language. The uptake of free school meals and the number of pupils identified as having special educational needs are below the national averages. Most pupils with special educational needs have either emotional and behavioural difficulties or learning difficulties. Pupils are taught in nine classes, with all but the Reception Year and a Year 5 and a Year 6 class being taught in mixed age classes. There has been a very high turnover of teachers in the last two years. There are fewer pupils at the school than at the time of the last inspection because the number in each year group varies according to rates of birth. The mobility of pupils is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison M Cartlidge	Lead inspector	Mathematics Art and design Design and technology Music
9545	Kevin Greatorex	Lay inspector	
23239	Mike Capper	Team inspector	Foundation Stage Science Information and communication technology Physical education
23658	Stephen Parker	Team inspector	English Religious education Geography History Special educational needs

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wyberton Primary School provides a **satisfactory standard of education**. Pupils develop good attitudes and behaviour and their achievement is satisfactory overall. Teaching, leadership and management are satisfactory and the school provides sound value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- The headteacher provides good pastoral care for all members of the school community.
- There is insufficient rigour in the way the work of the school is monitored.
- Teaching is variable in quality and assessment information is not used enough to provide equal opportunities and suitable pace and challenge for all pupils.
- Teaching assistants provide very effective support for pupils with special educational needs when working with small groups.
- Leadership and management of science are unsatisfactory and attainment is below the nationally expected levels by the end of Year 2 and Year 6.
- Pupils are happy at school and there are good procedures for supporting their personal development.
- The school provides parents with good information and parents have very positive views about the school's work.
- Rates of attendance are too low.
- There is no co-ordinator to monitor provision for Reception children, the curriculum provides insufficient opportunity for taking the initiative and children with special educational needs are not supported well enough.
- The school provides good opportunities for pupils to take part in a wide range of additional activities, especially sports.

The school is not as effective as at the time of the last inspection in September 1998, though issues raised at that time have been addressed. Standards and provision for information and communication technology (ICT) have improved and pupils' attainment in reading is significantly better by the end of Year 2. However, pupils' attainment is not as good overall and leadership, management and teaching are less effective. A very high turnover of teachers in the last two years has been a barrier to maintaining standards.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory overall. Children's attainment on starting school is broadly average for their age, with particular weaknesses in mathematical development. The achievement of Reception children is satisfactory overall. However, due to weaknesses in

leadership and management and the curriculum, those with special educational needs do not always achieve well enough. Children achieve well in communication, language and literacy and knowledge and understanding of the world and attainment is better than the expected levels at the end of the Reception Year. Children are on target to meet expectations for the end of the Reception Year in personal, social and emotional development but in mathematical development children's attainment is slightly below expected levels, though achievement is satisfactory overall. There is insufficient evidence to form judgements on attainment and achievement in creative and physical development.

Results in the national tests at the end of Year 2 in 2003 were above average in writing, average in mathematics and below average in reading when compared with all schools. Standards of work seen during the inspection in the current Year 2 were broadly average in reading, writing and mathematics and below average in science.

Pupils in the current Year 6 are working broadly at levels expected in English and mathematics and below them in science. They develop good handwriting and present their work neatly. Pupils, including those with special educational needs, achieve satisfactorily throughout Years 1 to 6, though gifted and talented pupils are not always identified and the needs of the more able are not consistently met. There is good additional support in literacy for pupils with special educational needs.

By the end of Years 2 and 6, pupils' attainment is in line with the expectations of the locally agreed syllabus in religious education and in line with national expectations in information and communication technology (ICT). Achievement in these subjects is satisfactory.

Pupils' personal qualities, including their attitudes and behaviour, are good. Their spiritual, moral, social and cultural development is good overall. Provision for moral and social development is better than for spiritual and cultural development. Rates of attendance are well below average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. Teachers have good relationships with their classes, manage behaviour well and work hard to provide various activities that engage the pupils' interest successfully. However, they do not use information about what pupils already know to help plan work that consistently meets the needs of pupils with differing abilities. In addition, the pace of learning is too slow in some lessons where teachers do not challenge pupils enough. The curriculum is satisfactory overall and there are good opportunities for pupils to take part in clubs, especially in sport. However, the curriculum for children in the Reception classes does not support those with special educational needs well enough. Accommodation is attractive and well maintained, though there is some unavoidable disruption when pupils walk through other classrooms to reach their own. The school has good concern for pupils' welfare, though there is insufficient support and guidance for their academic achievement. There are good induction arrangements for children starting in the Reception classes and good links with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall, though it is unsatisfactory that there is no co-ordinator for the Reception Year. The headteacher is well respected and committed

to school improvement. Management is satisfactory. Whilst the school has several monitoring procedures, provision is not checked rigorously by members of staff. Governance is satisfactory, though governors do not challenge the school enough about its weaknesses, and statutory requirements are not being met fully. There is a realistic understanding of the priorities for the school's development and the roles of members of staff and the governors are being developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views about all aspects of the school's work. Pupils are particularly positive about their teachers and friends.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Increase the rigour in monitoring teaching, learning, standards and finances by the headteacher, other members of staff and governors.
- Improve the consistency of teaching by making more effective use of assessment information to meet pupils' differing needs and increasing teachers' expectations and the pace of lessons.
- Improve leadership and management in science and raise attainment, especially in investigative work.
- Improve the rigour in procedures for ensuring good attendance.
- Ensure that the curriculum in the Reception classes is led and managed, has a balance between child and teacher initiated activities and meets the needs of children with special educational needs consistently;

AND, TO MEET STATUTORY REQUIREMENTS:

- appoint a governor to be responsible for overseeing provision for pupils with special educational needs.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils' achievement, including those with special educational needs, is satisfactory overall. By the end of Year 2 and Year 6, pupils' attainment is average for their ages in English and mathematics but below average in science.

MAIN STRENGTHS AND WEAKNESSES

- Children in the Reception classes achieve well in communication, language and literacy and knowledge and understanding of the world.
- Attainment in science is below average at the end of Year 2 and Year 6.
- Pupils in Years 3 to 6 have good handwriting.
- Gifted and talented pupils are not always identified and supported and more able pupils do not make consistent progress.

Commentary

Reception Year

1. Children's attainment on starting school is broadly average for their age, with particular weaknesses in mathematical development. Most children are on target to exceed the expected levels at the end of the Reception Year in communication, language and literacy and knowledge and understanding of the world. They are on target to meet them in personal, social and emotional development (PSED), but remain slightly below them in mathematical development. There is insufficient evidence to form judgements on attainment in physical development and creative development.
2. Most Reception children achieve well in communication, language and literacy and knowledge and understanding of the world and achieve satisfactorily in other areas of learning. Children with special educational needs make insufficient progress in communication, language and literacy and mathematical development because their needs are not consistently being met by teachers in the formal lessons and no member of staff is responsible for monitoring teaching and improving provision.

KEY STAGE 1 (YEARS 1 AND 2)

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

Standards in:	School results	National results
reading	14.9 (18.5)	15.7 (15.8)
writing	15.4 (17.1)	14.6 (14.4)
mathematics	16.2 (18.6)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

3. When compared with all schools, national test results at the end of Year 2 in 2003 were above average in writing, average in mathematics and below average in reading. The

proportion of pupils achieving the higher than expected level (Level 3) was below average in reading and well below average in mathematics. Standards of work seen during the inspection in the current Year 2 were broadly in line with the nationally expected levels in reading, writing and mathematics though below them in science. The proportion achieving the higher level (Level 3) continues to be lower than average in mathematics. Attainment in reading has improved since the time of the last inspection but is lower in mathematics.

KEY STAGE 2 (YEARS 3 TO 6)

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

Standards in:	School results	National results
English	27.0 (25.5)	26.8 (27.0)
mathematics	28.3 (25.8)	26.8 (26.7)
science	28.6 (26.1)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

4. National test results at the end of Year 6 in 2003 were above average in mathematics and average in English and science when compared with all schools. The proportion of pupils achieving the higher than expected level (Level 5) was good in English and mathematics. There are fewer pupils working at this higher level in 2004 and standards in science are lower. Pupils are especially weak at carrying out investigations in science and this aspect of the curriculum has not been taught consistently. Pupils in Years 3 to 6 have good handwriting and present their work neatly. Attainment in English, mathematics and science is lower than that found at the time of the last inspection and targets set for the end of Year 6 in 2003 were missed by a narrow margin. Standards have fallen because the monitoring of teaching and learning is not rigorous enough to ensure that standards are maintained with changes in members of teaching staff.
5. Pupils' attainment in religious education meets the expectations of the locally agreed syllabus and attainment in information and communication technology (ICT) is satisfactory by the end of Years 2 and 6.
6. The overall achievement of pupils with special educational needs is satisfactory. They achieve very well when withdrawn for intensive instruction in basic skills. This high rate of progress is not sustained in class lessons, where tasks do not always match their needs closely, particularly in mathematics and science. No gifted and talented pupils have been identified or are being supported this year and more able pupils are not always given sufficiently challenging work. Nevertheless, most parents are happy with the way their children achieve.
7. Pupils have developed sufficient literacy, numeracy and ICT skills to support their learning in other subjects.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils are happy to come to school, behave well and have positive attitudes to their learning. Pupils' personal development and provision for their spiritual, moral, social and cultural development are also good overall. Attendance is well below the national average and punctuality is satisfactory overall.

MAIN STRENGTHS AND WEAKNESSES

- Pupils enjoy coming to school and play an active part in school life.
- Behaviour is good in most lessons and is often very good around the school.
- Rates of attendance fall well short of national expectations.
- Relationships throughout the school are good.
- Pupils' social development and moral development are good.

COMMENTARY

8. Throughout the school, pupils have positive attitudes to their work. They enjoy school and are enthusiastic about becoming involved in various activities in lessons and during after-school clubs. They are prepared to work hard and older pupils present their work neatly. Pupils become more confident as they grow older. They are consistently considerate to each other and work co-operatively when working in pairs or small groups. Pupils' good attitudes and behaviour are similar to those found at the time of the last inspection.
9. The school has high expectations for behaviour and as a result almost all pupils behave well in lessons. However behaviour is not always managed well in a Years 1 and 2 class. For example, in a lesson in the ICT suite, pupils came off-task when not supported by an adult. High levels of orderly behaviour are consistently achieved in assemblies, in the dining hall and on the playground and pupils respect each other's values and beliefs well.
10. The school's behaviour procedures support pupils well and ensure that pupils can work in an environment that is virtually free from bullying and other forms of harassment. The school rarely needs to apply the sanction of excluding pupils. There has been only one fixed period exclusion since the time of the last inspection.

EXCLUSIONS

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Black or Black British – African

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
217	1	0
2	0	0

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

ATTENDANCE

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.4
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.

11. Attendance is poor because too many parents do not realise the importance of regular attendance to improve the quality of their children's education and take their children on

holiday during the term. Attendance sheets are completed accurately and efficiently at the start of the school day and after lunch. Although all absences are properly noted, the school does not work with the Education Welfare Service to follow up persistent absences rigorously enough. Rates of attendance are much lower than at the time of the last inspection. Most pupils arrive on time enabling the school to make a prompt and efficient start to the school day. However, a small group of persistent offenders are habitually late and this has a negative impact on their learning.

12. The school provides many opportunities for pupils to take responsibility and pupils respond positively. Pupils make good progress in developing their personal qualities in social and moral development and satisfactory progress in spiritual and cultural development. Pupils are kind and considerate and show great respect for adults. They have a clear understanding of right and wrong and perform jobs within the classroom and around the school responsibly. Pupils get on very well together and support each other well in lessons. The school council provides an appropriate opportunity for pupils to voice their opinions. Educational visits provide further opportunities for social development. Assemblies are used well to promote all aspects of personal development. Children in the Reception Year make satisfactory progress in personal, social and emotional development and are on target to meet the expectations for the end of the Reception Year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. There is satisfactory teaching and learning though assessment information is not used consistently to plan suitable work for all pupils. The curriculum is satisfactory overall, with good opportunities for pupils to take part in additional activities. There are good levels of health, care and safety provision but pupils' academic progress is not supported well. There are good links with parents and the community.

TEACHING AND LEARNING

Teaching is satisfactory overall, although there are variations from class to class in how well pupils learn. Assessment is unsatisfactory because not enough use is made of assessment information to help with planning work.

MAIN STRENGTHS AND WEAKNESSES

- In the Reception classes, there is good teaching of knowledge and understanding of the world.
- Although teaching is mostly satisfactory or better, there are inconsistencies in expectations across the school.
- Teachers are well organised and have high expectations of behaviour in Years 3 to 6.
- There are weaknesses in assessment. Not enough use is made of marking and target-setting to help pupils understand how they can improve their work.

COMMENTARY

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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0 (0%)	3 (10%)	10 (31%)	17 (53%)	2 (6%)	0 (0%)	0 (0%)
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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.

13. The quality of teaching and learning is not as good as that found at the time of the last inspection. There is more unsatisfactory teaching and less good and very good teaching than at that time. There has been a high turnover of teachers in the last two years, procedures for monitoring teaching and learning lack rigour and inconsistencies are not tackled well enough.
14. In the Reception classes, teaching is satisfactory overall. Teaching is most effective in knowledge and understanding of the world, where there is a good balance between teacher-led and child-initiated activities. In this area of learning, children are encouraged to choose from a range of activities, with high quality teacher intervention meeting differing needs well. In the other areas of learning, work is not always matched closely enough to individual need, with too many activities relying on teacher input. Children are given insufficient opportunity to take responsibility for their own learning. This is particularly evident in morning literacy and numeracy lessons, where less able children and those with special educational needs, sometimes struggle to complete the work that they have been given.
15. In Years 1 to 6, teaching is satisfactory overall. Teachers are hard working and they strive to make learning fun. Teaching is most successful when teachers plan suitable practical activities. At these times pupils respond well, quickly becoming engrossed in their work. For example, in a good science lesson in Year 5, pupils worked very hard as the teacher very successfully encouraged them to carry out research into the theme of interdependence between species. However, not all teachers plan sufficient opportunities for pupils to carry out investigative work in science and mathematics.
16. Teachers are well organised and are generally successful at encouraging the pupils and engaging them in their learning. However, the pace of learning is sometimes too slow and teachers do not always have high enough expectations of what pupils should achieve. There is a wide variation in provision, with some teachers not always challenging pupils sufficiently. In subjects such as mathematics, science and religious education, pupils are sometimes given the same piece of work whatever their age or ability. This affects more able pupils in particular, although there are also occasions when work is too hard for less able pupils.
17. In Years 3 to 6, teachers are very successful at managing behaviour. They set high expectations and there are clear routines in place to help pupils understand what is expected of them. As a result, there is a purposeful working atmosphere in most lessons. This is less evident in Years 1 and 2, where, in an unsatisfactory lesson, pupils' behaviour was not managed effectively.
18. Pupils with special educational needs are fully included in all class activities. Class teachers are responsible for drafting the targets in the individual plans of these pupils, under the guidance of the special needs co-ordinator. This means that teachers are well placed to plan work on a daily basis to meet the needs of these pupils. However, the quality and type of work set in lessons is inconsistent. Teaching assistants give good support in lessons, but the school has few assistants and instances were noted where pupils with special educational needs made little progress when expected to work

independently. By contrast, these pupils make very good progress when withdrawn from lessons for individual tuition in basic literacy skills. The teaching assistants work with them at a brisk pace on practical tasks, carefully structured to ensure a high rate of success.

19. The teaching of literacy and numeracy is satisfactory overall, with examples of good and very good teaching. Overall, teaching is better in English because this subject has been a recent area for development and has been monitored and supported more closely. However, there are weaknesses:
- teaching, tasks and expectations are not sufficiently adjusted to meet the needs of different age or ability groups especially in mathematics and science; and
 - expectations for the accuracy in writing are not high enough, especially for more able pupils.
20. Assessment is unsatisfactory overall. Since the last inspection the school has established a very wide range of assessment procedures for recording learning in Years 1 to 6. In the Reception class, there are some good procedures, with the 'pupil profile' providing very clear detail for teachers and parents of how well their child has been achieving. However, it is a common weakness throughout the school that teachers do not use assessment information effectively to plan what children need to learn next. Marking varies widely in quality, with very few teachers writing comments to help pupils understand how they can improve. In some classes, marking is too positive, indicating low expectations from the teacher. Individual target setting is underdeveloped. There is some good practice, with teachers involving pupils in identifying what they want to improve, but this is not consistent across the school and as a result some pupils have only a limited understanding of how they can improve.

THE CURRICULUM

The curriculum for Years 1 to 6 is **satisfactory** and extended **well** through a good range of activities outside lessons. The curriculum for the Reception Year is **unsatisfactory**. Accommodation and resources are satisfactory overall.

MAIN STRENGTHS AND WEAKNESSES

- Activities planned for children in the Reception classes are not always appropriate for their age.
- Pupils in Years 1 to 6 are not consistently given work that meets their different needs.
- Pupils with special educational needs are given very good instruction when withdrawn from class, though there is insufficient support for children in the Reception Year.
- There is a good range of sporting activities outside class time.
- A recent high staff turnover is a barrier to learning.

COMMENTARY

21. The curriculum for children in the Reception classes is unsatisfactory and this represents a significant decline since the last inspection, when it was judged to be good. There are important weaknesses, resulting in variations in the progress of children of differing prior attainment. Teachers have adapted the curriculum over the year to take account of the National Literacy and Numeracy Strategies and too much time is being spent on formal activities, with too much teacher-initiated learning and not enough time allowed in morning lessons for children to work independently. This has a negative impact on learning, especially for less able children or those with special educational needs, who do not always have their needs met in these numeracy and literacy sessions. In contrast, in afternoon sessions, children have greater opportunity to choose from a range of activities and consequently needs are met more effectively.
22. The curriculum for Years 1 to 6 continues to be satisfactory overall. The development of a computer suite has led to improved coverage of the information and communication technology (ICT) curriculum so that provision now meets requirements. Word-processing is well developed through different subjects, though less so in other ICT applications such as data handling. Weaknesses in provision for English have been tackled successfully. In Years 1 and 2, the programme for teaching reading has been recently strengthened. Officially recommended intervention programmes have been adopted to boost the literacy skills of selected pupils. A whole-school focus on raising standards in writing has been successful, with opportunities for writing identified in planning for other subjects. Too many history topics are covered in some years, not allowing enough time for in depth study.
23. All required subjects are taught and planning is guided by official recommendations. There is a satisfactory programme for pupils' personal, social and health education, including citizenship, sex and relationships education and drug awareness. The school meets the requirement to provide a daily act of collective worship. Pupils as a whole make satisfactory progress from year to year and are soundly prepared for transfer to secondary school.
24. However, it is a significant weakness that pupils do not have enough opportunities to carry out practical investigations in science and tasks are not consistently adjusted for groups of pupils of differing ability. Sometimes the work is too hard for the least able, while at other times it is too easy for those with the potential for high attainment. Past work seen in other subjects, such as religious education, shows that work is generally too easy for more able pupils when the whole class is given the same task. In part, this pattern of mismatch arises because subject leaders plan work in their subjects for the whole school, sometimes down to the level of single lesson plans. In spite of the help that

this gives to less experienced staff, it reduces their flexibility in responding to pupils' changing needs. As a result, the learning of particular groups is not as good as it should be in some lessons when they are asked to work independently and not all pupils have the same opportunity to work at an appropriate level. The school has few teaching assistants, so teachers seldom have help in redirecting pupils who find a given task boring or too difficult. Over time, individuals do not consistently have equal access to the curriculum and opportunity to benefit from it and this is unsatisfactory.

25. Provision for pupils with special educational needs is satisfactory overall, though children in the Reception Year are not supported well enough. Pupils benefit from individual education plans that set out precise targets to guide their progress. Teachers take the lead in setting these targets, in consultation with the co-ordinator and their quality is satisfactory. Class work is generally adjusted to allow these pupils to take a full part in class activities and make the same rate of progress as others. They make very good progress when withdrawn from their class for intensive instruction in basic literacy skills. These sessions are taught by a small team of skilled and experienced teaching assistants, who take considerable initiative in planning and providing resources for activities that meet the individual needs of these pupils. Sessions seen during the inspection were of very good quality and highly productive at a brisk pace, with pupils very pleased with their achievements.
26. The curriculum is extended well through a wide variety of clubs and after-class activities. Sport is particularly well represented, with school teams competing successfully against others in the region. Table tennis coaching is of high quality. The homework club is a good feature and drama performances play a significant part in the life of the school. Educational visits are used well to promote learning, though the residential visit for older pupils was cancelled this year due to lack of parental support in light of the cost.
27. The school has sufficient qualified teachers at present, but there has been a very high staff turnover in recent years. This has made it difficult for senior managers to build a cohesive staff team and to monitor the work of the school effectively, contributing to the variation in national test results since the previous inspection. Whilst resources are satisfactory overall, there is not enough outdoor play equipment for the Reception class. The school has a good stock of reading books, though the location of the library is unsatisfactory, making it inadequate for study purposes. The good range of sports equipment includes several competition standard table-tennis tables. The accommodation is satisfactory overall and pupils' best work is skilfully displayed throughout the building. However, it is a significant weakness that several classrooms can only be accessed through the adjoining classroom. This leads to considerable disruption to learning for some classes throughout each day.

CARE, GUIDANCE AND SUPPORT

The school provides good quality care of pupils' welfare, health and safety. It provides unsatisfactory support and guidance for pupils' academic development but provides good support and guidance for their pastoral needs. The school takes pupils' ideas and opinions into account properly.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher and other members of staff support the pupils' personal development well.
- Monitoring of attainment is not used effectively enough to help teachers guide pupils' learning.
- Members of staff ensure that health and safety and child protection procedures are effective.
- There are good induction procedures.

COMMENTARY

28. Relationships between members of staff and pupils are good and pupils confirm that they know whom to approach if they have a problem or worry at school. Pupils with special educational needs are well cared for overall, though provision for supporting these children in the Reception Year is insufficient. Teachers and teaching assistants develop good relationships with these pupils, encouraging them to take a full part in school life. Provision for pupils with a formal statement of special educational need is satisfactory overall and they are given the support prescribed for them, including sessions with visiting specialists. It is school policy for individual education plans to record the progress that individuals have made towards their targets by a given date. However, most of the plans seen did not record this assessment and monitoring is insufficient to ensure that targets are revised appropriately to meet pupils' changing needs.
29. The school does not provide consistent support for pupils' academic needs. Whilst, as at the time of the last inspection, there are many procedures for assessing attainment, information collected is not used well to help plan work that meets pupils' differing needs. In addition, information is not used quickly enough to identify weaknesses and to take effective action.
30. The school promotes the pupils' welfare, health and safety effectively and provides a warm, caring and secure environment. This good provision has been maintained since the time of the last inspection. Members of staff understand the pupils' personal needs well and are well equipped to offer good quality pastoral support when it is needed. All members of staff continue to be aware of their roles and responsibilities in respect of child protection issues.
31. There are adequate mechanisms in place to take account of the ideas and opinions of the pupils. The school council is instrumental in providing the opportunity for pupils' views to be considered. The latest consultation enabled pupils to be influential in the choice of the improved playground equipment.
32. There are good arrangements made for supporting children when they first start school. Teachers visit local play groups and children are given good opportunities to experience school before they join the class. This helps to make for a smooth and happy move to the Reception classes. Parents are given a good range of information before their children start school.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has good links with parents and the community. Links with other schools and colleges are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Parents are very positive and support the work of the school.
- Many parents, grandparents and members of the local community are involved in the life of the school.
- The school provides good quality information for the parents.
- Not all parents respond positively to the encouragement to support their children's learning.

COMMENTARY

33. The good partnership with parents has been maintained since the time of the last inspection and continues to have a positive effect on the children's learning and personal development. Parents responding to the questionnaire and those attending the meeting were very supportive of the school and its work. They believe that it has many strengths and that they are consulted and listened to in the development of their children's learning. There are good procedures for dealing with parents' concerns or complaints.
34. The information provided for parents continues to be good overall. Newsletters and the school prospectus give them useful information about the school and its organisation. Annual reports to parents contain much good information about what the pupils know, understand and can do. They are also clear about pupils' progress and contain specific information about areas for improvement.
35. Parents are encouraged to become involved in the life of the school and many respond positively. They are a considerable help in the classroom and around the school, as well as on educational visits. The Friends of Wyberton School is very active. It organises many fund-raising and social events in support of the school. The school values highly the support and contributions made by all parents and members of the community that enhance the children's learning and development. Although a very high proportion of parents contribute well to the learning of their children, those who do not encourage their children to attend regularly considerably reduce the learning opportunities available to such pupils. Parents of pupils with special educational needs are invited to annual reviews and are kept fully informed of their children's progress.
36. The school has maintained the good links with the community since the time of the last inspection. Visitors are used well to enrich the pupils' learning. They include representatives of various faiths as well as those from the emergency services and specialist agencies. In addition, educational visits are used effectively to promote pupils' awareness of the outside world. The school has satisfactory links with other schools and there are suitable arrangements to prepare pupils for secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher, management and governance are satisfactory. However, governors do not meet statutory requirements fully because they have no named governor for special educational needs.

MAIN STRENGTHS AND WEAKNESSES

- The school does not make effective use of monitoring and evaluation to maintain standards.
- The headteacher is well respected and maintains effective pastoral support.
- Leadership and management of provision in the Reception Year are unsatisfactory.
- Governors do not provide sufficient challenge for the school.
- Statutory requirements are not met fully.

COMMENTARY

37. The headteacher is well respected by pupils, members of staff, parents and governors. He ensures the smooth running of the school and provides caring support for all members of the school community. He has a realistic understanding of the school's strengths and weaknesses based on an analysis of test results and has worked with members of staff to address weaknesses identified. However, insufficient action has been taken since the last inspection to ensure that standards in all subjects have been maintained and provision in some subjects has declined. Whilst the school is successful in recruiting members of staff, school development has been especially difficult in the last two years due to a very high turnover of teachers. The staffing situation is more stable this year. Nevertheless, leadership and management are not as effective as at the time of the last inspection, when they were judged to be very good.
38. All members of staff are committed and hardworking and are keen to expand their responsibilities. Training is a priority for spending, performance management is securely in place and all members of staff attend frequent courses. However, subject co-ordinators have had limited opportunity to monitor the work of the school so that weaknesses can be detected and tackled quickly. No member of staff has been given responsibility for leading and managing provision in the Reception Year and this is unsatisfactory because it leaves the Reception teachers unsupported and has resulted in weaknesses in the curriculum that have an impact on the way children with special educational needs achieve. This means that management of special educational needs provision is unsatisfactory in the Reception Year, though satisfactory in the rest of the school. There are few teaching assistants but they have developed significant expertise and this is used very effectively.
39. The school's self-evaluation lacks rigour and limited use is made of test data to track pupils' progress through the school, rather than just at the end of Years 2 and 6. Whilst the school lists pupils who have reached or not achieved expected levels at the end of each year, no record is kept of pupils exceeding expectations and planning is not adjusted to provide equal opportunities by meeting the pupils' differing needs.
40. The governing body is supportive and is kept well informed of the school's strengths and weaknesses by the headteacher. However, it relies on the headteacher too much and has not fulfilled its role sufficiently in challenging the school over weaknesses. Committees rarely meet to discuss the school's work. Statutory requirements are not being met in the provision of a named governor to oversee special educational needs provision and this is unsatisfactory.
41. The monitoring of spending is insufficiently rigorous and some minor errors have occurred due to the way the school accounts for allocated funds. Reductions in the budget due to fluctuating pupil numbers make it difficult to plan spending accurately and has led to a shortage of funding to support some developments. The school compares test data with other schools to ensure best value principles and provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	573,441	Balance from previous year	22,289
Total expenditure	597,300	Balance carried forward to the next	1,570

Expenditure per pupil	2,586
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. The school has maintained the satisfactory provision for children in the Reception Year that was found at the time of the last inspection. Children's achievement is satisfactory overall and children are on target to exceed expectations for the end of the Reception Year in knowledge and understanding of the world and communication, language and literacy, with strengths in reading, speaking and listening, where progress is good. Children are on target to meet expectations for the end of the Reception Year in personal, social and emotional development but in mathematical development children's attainment is slightly below expected levels overall, though achievement is satisfactory.
43. There are important weaknesses in the curriculum resulting in variations in the progress of children of differing prior attainment. Teachers have adapted the curriculum over the year to take account of the National Literacy and Numeracy Strategies and too much time is being spent on formal activities, with too much teacher-initiated learning and not enough time allowed in morning lessons for children to work independently. This has a negative impact on learning, especially for less able children and those with special educational needs, who do not always have their needs met in these numeracy and literacy sessions. In contrast, in afternoon sessions, children have greater opportunity to choose from a range of activities and consequently their needs are met more effectively.
44. Teaching and learning are satisfactory overall. Teachers are hard working and conscientious and work well as a team. The key features of teaching are:
- members of staff have high expectations of behaviour and good relationships with the children;
 - although there are good features to assessment procedures, including well-presented and informative 'profile' books, teachers do not always make enough use of assessment information to ensure that work is matched closely to individual needs; and
 - in afternoon sessions, very good teacher intervention and questioning has a strong impact on learning.
45. Leadership and management of provision are unsatisfactory. Teachers meet regularly to ensure that there is consistency in planning between the two classes but there is no-one with responsibility for overseeing provision. As a result, senior managers in the school do not have a clear overview of what is happening in the Reception classes. This means that changes in provision, such as the switch to more formal literacy and numeracy lessons, have not been formally evaluated. There is only a very small budget for the Reception classes and, although teachers have carried out a useful audit of provision, this has not been fed into an action plan to show how weaknesses are to be addressed. The whole school improvement plan makes little reference to Reception Year provision. There are no procedures to improve the very low attendance rates in the Reception classes, with an absence rate of over 12 per cent in the last reporting year. This has a negative impact on learning. Accommodation and resources are satisfactory overall, though there is insufficient equipment for when children are working outside.

46. There are good links with parents and good induction procedures. Teachers visit playgroups and children are given good opportunities to experience school before they join a class. This helps to make for a smooth and happy move to the Reception classes. Parents are given a good range of information before their children start school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- When given the opportunity, children make sensible choices and show good levels of concentration and perseverance.
- There are missed opportunities to extend personal and social skills in morning sessions.

COMMENTARY

47. Children's achievement is satisfactory overall and most children are on target to meet the expectations set for the end of the Reception Year. Children are very kind and sociable and they cope well with moving from class to class for different activities. They enjoy talking to visitors and work well in small groups, supporting each other effectively and happily celebrating each other's success.
48. Teaching is satisfactory. Teachers have good expectations for behaviour and are well organised. There is consistent practice from class to class and members of staff have a good knowledge of the social and emotional needs of children. However, in morning lessons, there are not enough opportunities for children to take the initiative or to show independence. As a result, at these times, children are very dependent on their teachers for support. In contrast, in the afternoon sessions, when there is a greater emphasis on learning through structured play, children show good levels of independence and they persevere well on tasks that they have chosen.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well in reading, speaking and listening.
- The curriculum does not take enough account of the needs of the differing ability levels within the classes.

COMMENTARY

49. Although teaching during the inspection was satisfactory, the school's assessment information shows that children have made good progress overtime in most aspects of this area of learning and are on target to exceed the expectations for the end of the Reception Year.
50. There has been a recent focus on improving attainment in reading and this has been successful in improving attainment. Reading skills are taught effectively. Children are given good opportunities to read to an adult in a small group. A good range of strategies is used to teach children letter sounds. A recently adopted commercial scheme places a strong emphasis on learning being fun and children happily join in with the teacher in learning how to 'sound out' new words.

51. Children quickly improve their speaking and listening skills. This is because teachers give children many opportunities to take part in discussions and talk about what they are doing. As a result, they become confident in speaking to large or small groups as well as to individuals. They explain what they are doing and talk happily to visitors about the work they are doing.
52. There is much good learning in afternoon sessions, when children choose from a range of activities. At these times, good quality teacher intervention and the imaginative use of questioning help to extend skills. However, teachers have adapted the curriculum over the year to take account of the National Literacy Strategy and morning lessons are now largely following the format recommended for pupils in Years 1 and 2. As a result, too much time is spent on teacher-led activities and in 'literacy' lessons children get little opportunity to make choices or to initiate their own learning. This has a particularly negative impact on the learning of less able children and those with special educational needs. These children find it hard to sit for the long introductory sessions and are not having their needs fully met at other times because they lack the skills or knowledge to work independently. Although teachers have a good awareness of the ability levels of children, they do not always take enough account of this assessment information to ensure that differing needs are fully met.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Children count confidently.
- Work is not always well matched to children's individual needs.

COMMENTARY

53. Children start school with below average mathematical skills and their achievement in the Reception classes is satisfactory overall, though a significant number of children are not on target to achieve the 'early learning goals' by the end of the Reception Year. Counting skills improve at a good rate because children are given good opportunities to count in a range of situations. Children with special educational needs make insufficient progress, because their needs are not met consistently during formal morning lessons.
54. Teaching is satisfactory overall, with an example of unsatisfactory teaching. Children make the best progress when they are able to choose from a range of activities, enabling them to learn at a good pace with the support of members of staff. At these times, which occur most often in the afternoon, learning is made fun, with mathematical concepts taught in a practical way that involves the children and ensures that they are well motivated and interested. However, morning sessions are based on the format of the National Numeracy Strategy and at these times learning is less secure. Children are sometimes expected to sit for too long at the start of these lessons and the work provided is not always well matched to need. There are insufficient opportunities for children to learn through play. In the unsatisfactory lesson, work on money was too hard for most of the children and they made very little progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- Children have a good understanding of basic scientific skills.
- Good teaching and a practical curriculum meet the needs of all children well.

COMMENTARY

55. Children make good progress in this area of learning, achieving well in relation to their prior attainment and developing a wide range of skills and knowledge. They are on target to exceed the expectations for the end of the Reception Year. A particular strength is their knowledge of basic scientific concepts. Children have been learning about floating and sinking and they explore their ideas confidently as they try to build boats using different construction kits. More able children extend their learning further by thinking about how they can make their boat move using wind power, explaining clearly why a 'sail' helps a boat move more quickly. There is insufficient evidence to make a judgement on provision and standards in religious education, because no lessons were observed during the inspection.
56. Learning is well supported by good quality teaching and an exciting curriculum that includes good opportunities to work outside. In the lessons seen, the teachers set out a number of activities indoors and outdoors that enabled children to explore ideas for themselves. For example, under the direction of a teacher, children used soil to make models, considering how the addition of water changed the texture and solidity of the soil. There were good literacy links, with the teacher encouraging children to write words that describe the soil. Children investigated this challenge very carefully, with very good questioning from the teacher skilfully guiding them in their thinking. Throughout the session, there was a very good balance between teacher-led and child-initiated activities and children were given good opportunities to develop their own ideas. Consequently, children learnt well, whichever activity they had chosen.

PHYSICAL DEVELOPMENT

57. There is insufficient evidence to make an overall judgement on the quality of provision. Observations of children at work at different times during the school day show that they have appropriate physical skills for their age. When playing independently outside, children ride tricycles with good control and in physical education lessons they successfully use their imagination to respond to 'train music'.
58. An outdoor area is used appropriately to support learning. However, it is small and is not well resourced, lacking basic equipment such as a climbing frame. This means that there are limited opportunities for children to practise a full range of skills. The school has identified this as an area that requires urgent attention and has plans in hand to extend outdoor provision in the coming academic year.

CREATIVE DEVELOPMENT

59. There is insufficient evidence to make an overall judgement on the quality of provision. Good quality displays show that there is an interesting curriculum, with children using a

wide range of techniques to produce attractive artwork. Children have good attitudes towards learning and talk confidently about things that they have made.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The subject is well led.
- Lessons are well planned and stimulating.
- Teachers' expectations are not high enough for the accuracy of written work.
- Pupils have good attitudes, particularly towards reading.

COMMENTARY

60. The school's national test results have varied considerably since the previous inspection. The Year 2 results were in the top five per cent nationally in 2002, but results in reading fell to below average in 2003. The Year 6 results have been close to the national average in most years but they fell to well below average in 2002. The school is taking effective action to raise standards by monitoring teaching and learning, clarifying lesson planning and strengthening resources. Standards in the present Year 2 and Year 6 are broadly average and early indications are that this will be reflected in this year's test results. Standards in speaking are also average. The curriculum is well planned to catch pupils' interest. As a result, standards of listening are above average through the school. Pupils' achievement is satisfactory overall and most were making good progress in lessons seen during the inspection.
61. The procedures of the literacy hour are well established so that, by Year 2, most pupils take an active part in discussions, speaking clearly though briefly. By Year 6, pupils speak confidently in informal discussions and most attempt to explain their ideas at length in formal language. Planning shows that there is some use of drama. Choral reading is used well in one Years 4 and 5 class, where pupils take great delight in reciting classic poems, some from memory. Generally, insufficient use is made of the final review ("plenary") to give pupils experience of taking the lead in speaking at length, without teacher prompts.
62. To raise standards in reading, a new programme of early reading instruction has been introduced and Year 2 pupils have secure skills in sounding out unfamiliar words. A new reading scheme has been integrated with existing materials, offering a wider range to match pupils' differing interests and abilities. Pupils in Years 1 and 2 are keen to read and do so confidently. The book stock for older pupils has been improved to ensure a good range of appealing books of high quality, so interest is sustained well through the school. Pupils in all classes benefit from teaching in small groups and regular quiet reading times. Homework reading is well established. By Year 6, pupils read aloud expressively. More able pupils achieve well in choosing difficult books for private reading and the unconfirmed results of this year's national tests indicate that a good number have achieved the higher level. The school has not identified any gifted and talented pupils and there is no specific provision made in the subject.

63. Handwriting is well taught and standards of presentation are generally good through the school. By Year 2, most pupils reach the expected level, with a few writing longer pieces, such as stories, at the higher level. Standards of spelling and punctuation are satisfactory. It is a weakness that pupils' progress is not clear to see because work of all kinds is collected in one folder. In Years 3 to 6, there is a good balance between formal exercises and writing for real purposes. By Year 6, pupils use a good range of vocabulary and sentence patterns, organising their ideas in paragraphs. However, teachers are not firm enough in expecting pupils to check the accuracy of their spelling and punctuation and this leads to some underachievement. Little use of dictionaries was seen, even though they are readily available. By contrast, teachers use displays effectively to motivate pupils to plan, develop and correct some pieces. For example, the poetry anthologies in a Years 4 and 5 class show very good achievement in creative use of language, with word processing used effectively to promote high standards of presentation.
64. Pupils with special educational needs make satisfactory progress overall. Their individual education plans set out clear language targets and tasks are mostly adjusted to meet their needs so that they are fully included in class activities. Teaching assistants give them good support, though there are not enough assistants for such help to be available in all classes. Pupils make very good progress when withdrawn for intensive tuition and teaching assistants give very well focused instruction at these times.
65. Teaching is satisfactory overall, with two thirds of the sample of lessons seen being good or better. Two lessons in Years 4 and 5 were very good. Lessons are well prepared, with a clear purpose explained to the class at the outset. In the best lessons, teachers read aloud dramatically, stimulating pupils' interest in the quality of language. They make good use of the board to note examples of language features, list key words and demonstrate extended writing.
66. The instruction and discussion part of some lessons is too long, making a few pupils restless and reducing time for writing. It is a strength that topics for writing are interesting and so pupils are keen to write. However, it is a general weakness that not enough use is made of marking to set following tasks so that pupils learn from their mistakes. At times, the work of more able pupils is generously praised without any indication of how it can be improved.
67. The subject is well led and soundly managed. The co-ordinator has drawn up a well-informed action plan and led professional development sessions for colleagues. Test results and samples of work have been analysed to find weaknesses in pupils' performance and teaching and learning have been monitored appropriately. This information is beginning to inform lesson planning, but the progress of pupils across the ability range is not tracked closely through the school to ensure that all achieve their best.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

68. The current whole-school priority of raising standards in writing is proving successful. Examples of good achievement are evident in other subjects, such as the miniature books written by pupils in Years 3 to 6 on aspects of science. Older pupils have a good understanding of how to find information in reference books, though the library is inadequate and inconveniently located for independent study.

MATHEMATICS

Provision for mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Teachers provide activities that engage pupils' interest well, though not all provide enough opportunities for investigative work.
- Insufficient use is made of assessment information to plan work that meets differing needs.

COMMENTARY

69. Pupils' attainment by the end of Year 2 and Year 6 is satisfactory overall, though there are fewer pupils working at the higher than expected levels than are found nationally. National test data supports inspection findings, with results at the end of Year 2 in 2003 being above those found nationally at the expected level (Level 2) but well below at the higher level (Level 3). National test results for 2004, for which there are no national comparisons, indicate a similar pattern of attainment.
70. National test results at the end of Year 6 in 2003 were above those found nationally at the expected level (Level 4) and the higher level (Level 5). National test results for 2004, for which there are no national comparisons, indicate a much lower proportion of pupils achieving the higher level than was found in 2003. Pupils' attainment is not as high as it was at the time of the last inspection, when it was above average at the end of Years 2 and 6 and results have not kept pace with the national trend. Whilst pupils' achievement, including that of pupils with special educational needs, is satisfactory overall, the pace of learning varies and the work provided is not consistently challenging enough, particularly for the more able and potentially gifted and talented pupils. Most pupils in Years 3 to 6 present their work neatly.
71. Teaching and learning are satisfactory overall, with examples of good teaching in Years 1, 3 and 5. In the good lessons, work is closely matched to pupils' needs and activities and questioning are challenging, helping pupils to learn quickly. Throughout the school, teachers share the purpose of the lesson with the pupils and provide clear explanations and interesting tasks that encourage pupils to concentrate well and co-operate with each other. For example, in Year 4, pupils enjoyed playing games by adding fractions to make a whole number and in Year 6, computers were used well to test pupils on their understanding of division. In some classes, there are too few opportunities for pupils to take part in mathematical investigations. Teachers and teaching assistants have good relationships with the pupils and use praise and encouragement well. However, whilst teachers regularly assess what pupils have learned, they do not use the information they have collected to help them plan lessons. This means that pupils of differing ability often complete the same tasks and the work is not closely matched to their needs. Lower attaining pupils sometimes struggle to complete the work, especially when not specifically supported by an adult and the knowledge and understanding of higher attainers is not extended enough. On several occasions, pupils are given too much time to complete an activity and momentum is lost. Teachers mark pupils' work regularly, though not all include comments to help pupils to improve. Teaching is not as effective as

at the time of the last inspection when pupils were taught in sets according to their ability and teaching was good overall.

72. Leadership and management are satisfactory. The co-ordinator provides a good role model with her teaching and understands the need to improve the curriculum by increasing the opportunities for pupils to carry out investigative work and meeting the needs of individuals more closely. However, management of the subject is not as effective as it was at the time of the last inspection because whilst there have been some opportunities to monitor teaching and learning, the monitoring and evaluation of provision does not ensure that effective action is taken to address weaknesses quickly. In addition, there has been a high turnover of teachers reducing the effectiveness of whole school development and the co-ordinator has not had the opportunity to look at samples of pupils' work to check consistency of provision between classes.

MATHEMATICS ACROSS THE CURRICULUM

73. The use of mathematics across the curriculum is satisfactory. Pupils have appropriate opportunities to record findings in graphs in science lessons. Every half term, each class spends a week working in the ICT suite during mathematics lessons. This time is often used to assess what pupils have learnt, rather than to develop skills in applications such as data handling.

SCIENCE

Provision for science is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There are variations in attainment and achievement across the school and by the end of Year 6 pupils' attainment is below nationally expected levels.
- Although teaching is satisfactory overall, there is not always enough challenge for more able pupils.
- Pupils have a secure understanding of basic scientific concepts, but their investigative skills are not sufficiently developed.
- Recorded work is often the same for all pupils, whatever their prior attainment or age.
- The role of subject co-ordinator is insufficiently developed.

COMMENTARY

74. Progress since the last inspection has been unsatisfactory. Pupils' attainment is now below nationally expected levels by the end of Year 2 and Year 6. There are significant variations in pupils' attainment in different year groups. Pupils respond well to the higher expectations of teachers in Years 3, 4 and 5, where the quality of work is generally better and pupils make faster progress.
75. Teacher assessments at the end of Year 2 show that the number of pupils working at the higher level (Level 3) is below average. Similarly, a lower than average number of pupils achieved the higher level (Level 5) in national tests at the end of Year 6 in 2004. This comparative underachievement for more able pupils is confirmed by recorded work, which shows that there is little variation in the work produced by pupils of differing ability levels or ages, with expectations often being too low for the most able pupils. As a result,

there is sometimes a lack of challenge in lessons for more able and potentially gifted and talented pupils and they do not always make enough progress, especially in the development of scientific skills. Teachers do not plan enough opportunities for them to devise their own experiments or to extend their understanding of skills such as fair testing.

76. Pupils' achievement, including those with special educational needs, is satisfactory overall, but a comparison of the test results for the current Year 6 with the standards they were achieving at the end of Year 2 indicates that this year group of pupils has made unsatisfactory progress over time. Although pupils in Year 6 are generally making better progress in the current year, they have weak practical skills. Teachers throughout the school are aware of the need to develop this aspect of the curriculum, but practice is variable and in some year groups there is little evidence of skills being taught systematically.
77. The quality of teaching and learning is satisfactory overall, with examples of good teaching in Year 5. Key features in teaching and learning throughout the school are:
- teachers manage behaviour effectively, leading to a purposeful working atmosphere in lessons. As a result, pupils have good attitudes towards learning;
 - when available, teaching assistants give good support to pupils with special educational needs, ensuring that they are fully included in activities and helping them to fully access the curriculum;
 - teachers' expectations are not always high enough and teaching does not always take enough account of the differing abilities or ages in each class. Pupils often complete the same piece of work whatever their age or ability. This limits their learning and the achievement of more able pupils in particular;
 - very little use is made of ICT to support learning; and
 - teachers make good use of the local environment to make learning interesting and relevant, though plan too few opportunities for pupils to carry out investigations.
78. In the good lesson in Year 5, there was a good pace to learning with pupils being successfully challenged to think like scientists as they quickly developed a clear understanding of what is meant by interdependence between different species. The teacher had high expectations and encouraged individual research by providing a range of books on the topic.
79. Assessment procedures are unsatisfactory overall and teachers do not make enough use of available information to ensure that the differing needs of pupils are fully met. Pupils have only a limited understanding of how they can improve because marking only rarely indicates to pupils the strengths and weaknesses in their work. In some year groups, marking praises work over-generously, suggesting to pupils that work will be accepted whatever its quality.
80. Leadership of the subject is unsatisfactory because the co-ordinator has not been enabled to fulfil her role effectively. Although the co-ordinator is committed to raising standards and has high aspirations for the subject, she has had no opportunity to monitor pupils' work or to observe lessons. A high turnover of teachers in the last two years has had a negative impact on development in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Pupils have good word-processing skills.
- There are missed opportunities to use ICT in lessons outside the ICT suite.

COMMENTARY

81. The school has made good progress since the last inspection. Teachers have benefited from training and most are confident about teaching the subject. Resources have been developed further, with the well-resourced ICT suite having a good impact on learning.
82. As a result of these improvements, pupils' attainment has improved and is now in line with national expectations by the end of Year 2 and Year 6. Pupils' achievement is satisfactory overall. All pupils, including those with special educational needs, are making at least satisfactory progress as they move through the school, with a strength in the development of pupils' word-processing skills, which are given a high priority in teaching.
83. Pupils in Year 2 have sound basic ICT skills, although many have slow keyboard skills. In Years 3 to 6, pupils are given good opportunities to word-process their work and they do this well, using a good range of techniques to make their work attractive to an outside audience. Pupils' attainment in other aspects of the curriculum such as data handling is satisfactory, though progress is often slower than it could be because there are insufficient opportunities for pupils to apply their skills outside the ICT suite. For example, only computers in the ICT suite have Internet access; this means that pupils cannot carry out independent research in subjects such as science and history when they are working in the classroom.
84. The quality of teaching and learning is satisfactory overall, with an example of unsatisfactory teaching in a Years 1 and 2 class when pupils came off task, behaviour was not managed effectively and explanations were too rushed. Nevertheless, in most lessons, teachers are well organised when they work in the ICT suite and they plan interesting and purposeful activities that are linked well to other areas of the curriculum. For example, in a Year 5 lesson, there were good links with pupils' work in religious education as they carried out research about Islam. This helps to make learning purposeful, with pupils responding well and showing positive attitudes towards the work that they had been given. Insufficient use is made of assessment information to plan work that consistently meets pupils' differing needs. Whilst leadership and management of the subject are satisfactory overall, there are few opportunities for monitoring teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

85. Good links are made between different subjects when pupils are working in the ICT suite. However, although most, but not all, classrooms have a computer, these were rarely used during the inspection. As a result, there are many missed opportunities for pupils to practise and consolidate ICT skills by using them across the curriculum. This has a negative impact on overall achievement.

HUMANITIES

Geography and **history** were sampled and secure judgements cannot be made on standards or the quality of provision. Planning for both subjects is soundly based on official guidance and they make a sound contribution to pupils' cultural development.

86. No lessons were seen in geography. Past work shows that good use is made of the locality for fieldwork. Map work is well developed, for example by Year 2 in drawing their routes to school, in plans of the docks by Year 5 and maps of the Yorkshire Dales by Year 6.
87. Teaching was satisfactory in the one lesson seen in history. The work was challenging and pupils in Years 3 and 4 collaborated well in finding information on Egyptians, using reference books. Past work by Years 1 and 2 shows good attention to detail, for instance in noting changes in household equipment over time. Pupils in Years 3 to 6 record their findings in different ways, including charts and labelled diagrams, allowing those with weak writing skills to be fully included. Higher attaining pupils achieve well in extended writing, such as their "eye witness" accounts of historical events. Work is well presented in topic folders, though too many topics are studied in some years for understanding to be developed in depth. Staff work well to stimulate pupils' interest and broaden their experience through role-play and visits to historic sites.

RELIGIOUS EDUCATION

Provision for religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- More able pupils are not always sufficiently challenged.

COMMENTARY

88. Standards in Years 2 and 6 meet the expectations of the locally agreed syllabus and achievement is satisfactory overall, as it was at the previous inspection. By Year 2, pupils have a sound knowledge and understanding of Christianity and are beginning to relate its beliefs and practices to those of other faiths. A church visit has had a good effect on their learning. Their factual records are accurate and they express personal belief in the prayers they have written. By Year 6, pupils have a sound understanding of significant features of major faiths, including Christianity. They have a particularly good knowledge about the life of Jesus. Pupils, including those with special educational needs, generally achieve sound results, though on occasions more able pupils do not achieve well enough when the whole class is set the same task.
89. Teaching was satisfactory in the two lessons seen, one in a Years 1 and 2 class and one in Year 6. Questioning was used effectively to probe earlier learning. Teachers gave a firm lead in discussions and most pupils responded positively, showing sound understanding and respect for the subject. In both lessons, though, issues from the personal and social education (PSHE) programme were emphasised at the expense of factual knowledge about religion. More able pupils were not sufficiently challenged by the

level of work, which did not expect enough of them in deepening their understanding or developing their factual knowledge. This is because teachers do not make effective use of assessment information to plan suitable work for all pupils.

90. Leadership and management of the subject are satisfactory. The new co-ordinator has revised the scheme of work to ensure sound coverage and progression through the school. However teaching and learning and pupils' progress are not regularly assessed and recorded, making it difficult for the effectiveness of provision to be monitored. School assemblies make a good contribution to pupils' understanding, mainly of Christian worship though with reference to the beliefs of other faiths. The subject makes a good contribution to pupils' personal development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This area was not a focus for the inspection and there is insufficient evidence to form a judgement on provision or standards.

91. No lessons were observed in **art and design** though attractive displays of artwork were scrutinised. There are some good examples of art being used to support learning in other subjects. For example, pupils in Year 6 made interesting clay models of Viking longboats and Years 4 and 5 used suitable colours when making pictures of the Olympic games in the style of the ancient Greeks. Pupils in Years 1 and 2 use computer art programs to make pictures of bears. A popular art club contributes well to learning in the subject.
92. A satisfactory cross-curricular lesson in **design and technology** and **music** was observed in Years 4 and 5. In this lesson, pupils used their well-constructed musical instruments to accompany pre-recorded music before creating their own musical stories. However, limited use was made of evaluation to help pupils to improve their performance and their ability to maintain a steady beat was weak. Pupils in the same class have produced some attractive money containers. There are good links with a local secondary school and pupils in Year 6 visit once a year to make use of specialist design and technology teaching and equipment. A satisfactory music lesson was observed in Years 1 and 2, where pupils composed and evaluated simple rhythm patterns. Singing during assemblies is enthusiastic and a new scheme of work provides good guidance for non-specialist teachers.
93. No **physical education** lessons were seen during the inspection though other activities were sampled. Teachers' planning shows that the full range of activities is planned for over the year, with a good amount of time being allocated to the teaching of the subject. A good range of extra-curricular sport takes place in school and there are good opportunities for pupils to participate in competitive sport. The school is fortunate to benefit from expert coaching in sports such as table-tennis. This coaching has enabled pupils to develop very good skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This curriculum area was sampled and no judgement is made on standards or the quality of provision.

94. The scheme of work is satisfactory and covers all required elements. It is taught in separate lessons or within other subjects, particularly science and religious education. It includes citizenship education, linked to themes of assemblies and the programme of visitors. Sex and relationships education and drugs awareness are included for older pupils. All classes have regular opportunities to discuss matters of concern and drama techniques are used to help them explore key issues in a practical way. It is a good feature that older pupils take part in a Young Enterprise course in citizenship taught by visitors. It involves them in simulations and decision-making at a challenging level. Pupils report that they find it very useful and enjoyable.
95. Members of staff are good role models as responsible and caring citizens. They create good opportunities for pupils to take initiatives in the wider life of the school. Pupils learn about the democratic process when they vote for school council members, through whom they can make their views known. Such opportunities make a good contribution to their personal development and attitudes towards school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	6
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	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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