

# INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND (VOLUNTARY  
CONTROLLED) PRIMARY SCHOOL**

Cleethorpes

LEA area: North East Lincolnshire

Unique reference number: 118008

Headteacher: Elizabeth Hanson

Lead inspector: Joyce Taylor

Dates of inspection: 21<sup>st</sup> - 24<sup>th</sup> June 2004

Inspection number: 264811

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                             |   |
|-----------------------------|---|
| Type of school:             | Primary   |
| School category:            | Voluntary Controlled  |
| Age range of pupils:        | 4 to 11 years   |
| Gender of pupils:           | Mixed   |
| Number on roll:             | 205   |
| School address:             | St Peter's Avenue<br>Cleethorpes<br>North East Lincolnshire |
| Postcode:                   | DN35 8LW  |
| Telephone number:           | 01472 691964  |
| Fax number:                 | 01472 605578  |
| Appropriate authority:      | The Governing Body  |
| Name of chair of governors: | John Broddle  |

Date of previous inspection: September 1999

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the town of Cleethorpes. It takes its pupils from the adjacent urban areas of mainly terraced housing. The children's social circumstances are mixed but overall many are from well below average social circumstances. There are 205 pupils on roll, which is slightly smaller than average and it is likely the roll will continue to fall due to changes in the area. Children aged 7 to 11 are taught in mixed age classes. A small proportion of children are recorded as particularly gifted or talented. Thirty-eight per cent of the children are eligible for free school meals. This represents a higher than average proportion. There has been a high turnover of pupils during the past few years, with almost two thirds of Year 6 joining the school after the first year. Forty-six per cent are identified as having special educational needs, mostly for moderate learning difficulties, dyslexia and emotional and behavioural difficulties. Nine children have a statement, which is also higher than average. The school has provided a 'nurture group' to support some of the children with particular special educational needs. Most of the children enter reception with well below average standards. About 13 per cent of the children are of ethnic minority heritage. A very small proportion are at an early stage of learning English and they speak Bangladeshi at home. The headteacher has been in post for four years and the deputy was appointed last September. During the past four years the school has faced, and successfully managed, a range of difficulties linked to staffing issues. Recent appointments have ensured a strong sense of commitment from the staff.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                |                | Subject responsibilities   |
|--------------------------------|----------------|----------------|--|
| 4275                           | Joyce Taylor   | Lead inspector | Mathematics<br>Art and design<br>Physical education<br>The Foundation Stage<br>English as an additional language |
| 19807                          | Keith Osborne  | Lay inspector  |  |
| 4295                           | David Dodds    | Team inspector | Science<br>Information and communication technology<br>Design and technology<br>Religious education              |
| 27337                          | Sylvia Oultram | Team inspector | English<br>Geography<br>History<br>Music<br>Special educational needs  |

The inspection contractor was:

CfBT Primary Associates  
Suite 13 West Lancs Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancashire  
WN8 9TN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted*'

*Inspections*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                      | <b>1</b>  |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                 |           |
| <b>STANDARDS ACHIEVED BY PUPILS</b>                                       | <b>3</b>  |
| Standards achieved in areas of learning and subjects                      |           |
| Pupils' attitudes, values and other personal qualities                    |           |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                        | <b>6</b>  |
| Teaching and learning   |           |
| The curriculum  |           |
| Care, guidance and support  |           |
| Partnership with parents, other schools and the community                 |           |
| <b>LEADERSHIP AND MANAGEMENT</b>  | <b>10</b> |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b> | <b>13</b> |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                          |           |
| <b>SUBJECTS IN KEY STAGES 1 AND 2</b>                                     |           |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                  | <b>22</b> |

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an improving school with good features.** Although standards are below average children achieve well in many aspects of their work. Leadership by the headteacher is very good. Management is good. Teaching and learning are satisfactory overall, with considerable strengths but some areas that need strengthening. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are improving in numeracy and aspects of science and information and communication technology (ICT). Children achieve well in these areas and in English;
- The headteacher has led governors and staff successfully in introducing significant improvements to a range of school and community linked provision;
- Care of the children is very thoughtful and effective and they behave well;
- Children have insufficient opportunities for investigation and independent learning;
- Provision for creative development and for writing is unsatisfactory for the reception children;
- Subject leaders do not have enough knowledge of how well their subjects are taught and learned across the school.

Since the previous inspection there have been good improvements. Almost all areas identified for improvement have been given successful attention. The children learn ICT skills very well. Learning outside for reception children and special educational needs across the school are satisfactory. The leadership of the headteacher is very purposeful and management is good. Governors help the school move forward very effectively. In addition to these aspects, curriculum provision and assessment have improved and the school ethos strongly supports the children, who respond well. The previous inspection reported too few opportunities for pupils to apply their skills independently. This has been remedied in mathematics but is still a weakness in science, art and design and ICT.

### STANDARDS ACHIEVED

**Children's achievement is good.** They achieve well in English and mathematics. Their achievement in the development of ICT skills is very good but is unsatisfactory in using ICT to support other subjects. They achieve well in acquiring scientific knowledge but in investigating scientifically achievement is below average.

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

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

In reception, the children's standards are below or well below the goals expected by the end of the year. They entered with standards that were well below average and their achievement is satisfactory, apart from in writing and creative development where they make insufficient



progress. In reading and mathematics they achieve well, although standards are below average.

By Year 2, while standards are below average overall, children have gained ground in reading, mathematics and science, and achieved well in writing and ICT. This is an improvement on 2003

and the children's achievement is better than it was then. Standards of the current Year 6 are below average. The standards are lower than in 2003 in English but are slightly higher in mathematics and science. The standards are affected by two thirds of the children having special educational needs and, in some cases, a different two thirds having moved into the school after Year 1. In 2003, the standards in science were in the lowest 5 per cent nationally. The school has worked successfully towards improving them. Standards in religious education are above average by Year 2 and average by Year 6. Those with higher than average ability, and children with special educational needs, achieve satisfactorily. Children with English as an additional language also make satisfactory progress.

**Pupil's personal qualities, including their spiritual, moral, social and cultural development, are good.** Children's behaviour and attitudes to school are good. Attendance is good. Relationships are strong and effective and children learn to become helpful and kind members of the school community.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory overall,** with many aspects being good and sometimes very good. The school has correctly identified the need to improve opportunities for children to manage more aspects of their work independently. The curriculum has been reorganised well and new half termly planning strategies are effective. Those pupils with learning difficulties are given satisfactory support and those with more significant difficulties receive very effective support in the 'nurture group' and achieve well. Classroom assistants support pupils very well, particularly those with English as an additional language. Resources are unsatisfactory in several subjects and this interrupts learning. Pupils' care, welfare and safety are very good overall. The school has good links with parents, other schools and the local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall and the leadership of the headteacher is very good.** Clear and decisive strategies have moved the school forward and improved children's learning. Particularly thoughtful work has improved ICT, introduced an independent nursery to the site and radically improved the commitment of staff to improve the work of the school. Governors ensure the school complies with legal requirements. They work very effectively to question and support the work of the school and are keen to be involved. While co-ordinators provide satisfactory support overall, they have begun to strongly influence the work of the school, particularly in English, science, mathematics and ICT. They still need to monitor teaching and learning. The school evaluates its work well and weaknesses identified match those reported by the inspection. Delays to some improvements have been caused by significant staffing difficulties that the school has recently overcome.

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

Parents are satisfied with the work of the school. Pupils are very happy with the school and, for the most part, thoroughly enjoy their lessons. They work hard and most talk enthusiastically about what they are learning.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in investigative and independent work in science, ICT and art and design across the school and in writing and creative development in reception;
- Extend the impact of subject co-ordinators so they support teaching and learning across the school.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are below average but children achieve well in many aspects of their work.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Standards are improving;
- Children's achievement is good in English and mathematics. They achieve very well in the development of ICT skills but achievement is unsatisfactory in using ICT to support other subjects. They achieve well in acquiring scientific knowledge but in investigating scientifically achievement is unsatisfactory;
- Achievement is good in reading and mathematics but unsatisfactory in writing and creative development in reception;
- Classroom assistants provide good support for children in the early stages of learning English as an additional language and the children achieve well;
- Standards are below average and achievement is unsatisfactory in art and design.

#### **Commentary**

1. The children start school with standards that are well below average in all areas of learning. In all but two year groups, more than half the children have special educational needs and there is a high turnover of children. These factors affect standards and many children are not where they should be when compared with national expectations. In reception, they make satisfactory progress in most areas of learning and they achieve well in reading and mathematics. Their standards are, however, below average and few reach the goals expected by the end of reception. In writing and creative development, standards are well below average with no children reaching the expected goals. Their achievement is unsatisfactory because there are too few opportunities for them to practise and improve their work.
2. In the 2003 national tests, standards reached by the Year 2 children in reading and writing were very low. During the past year, a strong, whole school focus on supporting writing has lifted the current Year 2 standards from well below average to below average. Almost half the children reached average standards and the proportion reaching the above average Level 3 is almost twice that reached in 2003. In reading also, fewer children are now at the very lower end of the standards range. Year 6 children reached average standards in their 2003 tests in English. Almost a third of them were identified with special educational needs and 40 per cent joined the school after Year 1. Good and very good teaching resulted in high achievement with well above average standards when compared with similar schools. The current Year 6 pupils are reaching below average standards overall, due to the greatly increased proportion of children with special educational needs and an even high turnover of children. Two thirds fall into these categories. However, the continuing strong approach to teaching and learning English has ensured the children achieve well. Higher attaining children in all year groups are challenged appropriately and those with special educational needs receive satisfactory support. A small group of pupils with more

serious learning difficulties achieve well and classroom assistants provide very effective learning opportunities.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 13.4 (14.9)    | 15.7 (15.8)      |
| writing       | 12.7 (13.2)    | 14.6 (14.4)      |
| mathematics   | 14.0 (13.5)    | 16.3 (16.5)      |

*There were 38 pupils in the year group. Figures in brackets are for the previous year.*

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 27.1 (26.0)    | 26.8 (27.0)      |
| mathematics   | 24.4 (25.5)    | 26.8 (26.7)      |
| science       | 25.2 (27.0)    | 28.6 (28.3)      |

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

- Standards in mathematics in the 2003 national tests in Years 2 and 6 were well below average. Standards have improved but are still below average. Over half the current Year 2 pupils have reached an average or above average level and the rest are only just below average. The current Year 6 are also reaching higher standards than in 2003, when only half reached average standards. Despite the proportion with special educational needs almost 70 per cent are now reaching average standards. In both year groups achievement is good. This improvement is linked to a successful initiative to develop calculating skills and solve mathematical problems. In both year groups, the potentially higher attaining children are not always challenged as well as they should be as they sometimes do the same work as the others in their set. When challenged appropriately they demonstrate their ability to think and understand more quickly than their peers. The school has highlighted this concern and has already identified those children with the potential to learn more quickly. The special educational needs learners achieve satisfactorily because the teachers plan work that challenges them appropriately. Those pupils withdrawn to the 'nurture group' achieve well. Mathematical skills are not yet used effectively enough to support other subjects, such as design and technology, science and geography.
- In science, the 2003 assessments showed that the Year 2 children's standards were well below average and in Year 6 were in the lowest 5 per cent nationally. In Years 1 and 2, a strong development that links science with design and technology and geography, has helped the children understand the subject more thoroughly. There are still improvements needed in this approach, as the science elements are sometimes lost when other subjects dominate. However, diligent teaching has ensured an improvement in standards, which are now below average overall. The current Year 6 children also have below average standards. Their scientific knowledge is average and in this aspect of the subject they are achieving well. Although pupils across the school are experiencing an active and practical science curriculum, tasks do not ensure they investigate or think for themselves freely enough when tackling experiments. As a result, their standards in this aspect of science are well below average and their achievement is unsatisfactory.

5. Standards in ICT are below average overall but the children are learning how to use computers very effectively. This is a good improvement since the last inspection, when standards were very low by Year 6. The skills are taught well and the children are making up lost ground quickly. As yet, ICT is rarely used to support other subjects and the children's achievement in this aspect is unsatisfactory. This is a current development target

and sensible plans are in place to improve learning opportunities. Insufficient work was seen to form an overall judgement about standards in physical education, design and technology and music. In the other subjects, the children in Years 2 and 6 reach average standards apart from in art and design, where standards are average by Year 2 but below average by Year 6, and in religious education, where standards are above average by Year 2.

6. The school has a higher than average proportion of children with English as an additional language. These pupils are given good support and achieve well. Their standards are monitored and classroom assistants work closely with them, extending their understanding and use of English.

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

Children's attitudes, behaviour and personal development are good. Their spiritual, moral, social and cultural development are good. Attendance and punctuality are good for the vast majority of pupils.

### **Main strengths and weaknesses**

- Children behave well in class and around the school;
- Good support promotes children's moral development well;
- Extra activities help them to develop well socially;
- A number of families do not send their children to school regularly or on time.

### **COMMENTARY**

7. Children enjoy coming to school, are interested in their lessons and are ready to learn. The hard work of the school results in good behaviour and those children who need help to keep them on track are well provided for. Support strategies, such as the discussion sessions and groups for children to discuss personal issues, are successful in motivating the children and giving them an incentive to behave as well as they can. There is a thoughtfully planned personal, social and health education and citizenship (PSHCE) programme. This provides all children with the chance to think about how they could and should behave in different situations and gives them the confidence to stick to the decisions they make.
8. Children have many opportunities to develop their social skills and talents through the range of clubs and activities the school offers them. As the range includes sport, music and ICT, it means that most are able to find something that they like and are good at. This helps them to feel proud of themselves and of what they can achieve. The number of visitors invited to the school is also considerable and opens up to children a view of the community they live in and the wider society beyond that. The children make many visits to places of interest. The school has leased a mini bus and subsidises the children to ensure all have the same opportunities to benefit from a range of visits. The school has a clear policy to combat racism and this is applied consistently and very effectively. The school caters for children from several different ethnic groupings and all work and play harmoniously.



9. The children's good personal development is underpinned by the increasing opportunities provided for them to explore their feelings and those of others. They learn the values of honesty and fairness through the trusting relationships they develop with staff. They clearly recognise the school's codes of behaviour and the acknowledgement of what is good. They value the 'friendship groups'. These are already helping pupils contribute to the wider workings of the school by commenting on features they value or would like to see changed. Pupils develop well socially through the strong links with the community, opportunities to think of others and to participate in a range of extra-curricular activities. They have a satisfactory understanding of their cultural heritage and a growing awareness of the cultures of others through the school's links with different ethnic groups.

## Attendance

10. The level of attendance at the school is below average, mainly because of a handful of families whose children are regular absentees. The school is good at monitoring and chasing up poor attendance and raising the profile of attendance amongst children and parents generally. This keeps the issue at the forefront of children's minds. As a result, the attendance of the vast majority of pupils is good.

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

| Authorised absence |     |
|--------------------|-----|
| School data        | 5.9 |
| National data      | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data          | 0.3 |
| National data        | 0.4 |

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

## Exclusions

### *Ethnic background of pupils*

| Categories used in the Annual School Census |
|---|
| White - British                             |
| Mixed - White and Black African             |
| Mixed - any other mixed background          |
| Asian or Asian British - Bangladeshi        |
| Any other ethnic group                      |

### *Exclusions in the last school year*

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 178                  | 4                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 4                    | 0                                 | 0                              |
| 21                   | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education with several aspects that are good. Teaching is satisfactory, with many good aspects that provide the children with interesting lessons. In science, ICT and art and design a restricted provision limits children's opportunities for independent study or creativity.

### TEACHING AND LEARNING

Teaching and learning are satisfactory overall, with considerable strengths in some subjects. Teaching is generally satisfactory in reception.

### Main strengths and weaknesses

- Teaching is generally good and sometimes very good in literacy and numeracy;
- There is good and sometimes very good teaching in the development of ICT skills but learning is unsatisfactory in using ICT to support other subjects. Good teaching in science ensures children quickly acquire scientific knowledge but there are insufficient opportunities for investigation and practical learning in science;

- Good management has improved teaching, particularly in English, mathematics and aspects of science and ICT;
- Writing and creative development in reception are not taught well enough.

## Commentary

### Summary of teaching observed during the inspection in 34 lessons

| Excellent | Very good | Good    | Satisfactory | Unsatisfactory | Poor  | Very Poor |
|-----------|-----------|---------|--------------|----------------|-------|-----------|
| 1 (3)     | 6 (18)    | 12 (35) | 13 (38)      | 2 (6)          | 0 (0) | 0 (0)     |

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

11. Teaching in English and mathematics is effective and enables children to learn well. English was an early focus for development and the co-ordinator has strongly influenced teachers across the school. Teachers from Year 1 to Year 6 follow similar, very successful strategies to improve the children's breadth of vocabulary and to ensure they read and write with confidence. In reception, this has been less successful as the school has adopted different, less effective strategies. Mathematics is a more recent subject for development and most teachers confidently extend the children. Particular strengths are the range and speed children show when calculating answers and in solving mathematical problems. Teachers record children's standards in 'target books'. These monitor progress and highlight class and individual weaknesses, leading to a faster rate of progress for children in each set. More detailed assessments, that identify the specific aspects needed by individuals to move them to the next National Curriculum level, are not yet in place. Teachers have a good awareness of the levels the children move through and ensure the pace of learning is fast, but the record of progress is general. One outcome is the over general individual learning plans for children with special educational needs. These rarely specify the precise skills or knowledge needed next. Teachers accurately provide the required tasks in English but are less sure in mathematics, where some of the children could learn more quickly than at present.
12. Teachers are developing their ICT skills but, at the moment, this subject is taught by specialists. A teacher and a classroom assistant take lessons for all the classes. They are both very skilled and the teaching programme has ensured the children quickly learnt how to use the equipment confidently and effectively. Other teachers are not so experienced and, as a result, there is insufficient ICT work in the classrooms generally to ensure children use and extend their skills to support other subjects. The co-ordinator clearly identifies this concern in the ICT development plan and has already begun reviewing resources and teacher skills in order to improve the provision.
13. Science provision has received successful attention over the past twelve months since the new co-ordinator was appointed. All teachers work hard to ensure children build up a good knowledge base and can talk confidently about scientific features, such as buoyancy. The children have insufficient opportunities to plan and carry out experiments for themselves. Teachers prepare and resource these activities and provide charts for the children to record their findings. In several instances, findings were based on a whole class response with no individual hypotheses or exploration experienced or recorded by the children. Other subjects are similarly managed. In art and design, for example, very skilled use of pastels and paint by Year 6 pupils demonstrates their capability to replicate the work of famous artists. However, the children have little opportunity to produce original and independently designed pieces because they are following their teacher's instructions. Some examples are very similar across the class

because all have used the same resources and methods, rather than following their own creative impulses.

14. Some children in Years 3 to 6 are withdrawn each morning to work in a lower set called the 'nurture group'. This provision is very effective. The children are taught by two skilled classroom assistants; the headteacher plans the lessons with them and monitors the work.

The children receive very sensitive but firm support and make steady progress. Sometimes these children become anxious or angry, and very clear and successful strategies are in place to calm them down and ensure the others do not become upset.

15. Children who do not speak English at home and who have difficulty understanding or speaking English are supported well. They receive specific teaching that enables them to improve their vocabulary and practise speaking while working in different subjects. The provision is sensitive and productive and enables the children to make good progress. Those children who are capable of reaching high standards are given the support they need to ensure they learn satisfactorily.

## THE CURRICULUM

The curriculum is satisfactory with particular strengths in the children's personal development.

### **Main strengths and weaknesses**

- The school has strengthened the way the curriculum is organised but the extended use of ICT and opportunities for independent learning in some subjects are restricted;
- Provision for special educational needs is satisfactory and for the 'nurture group' provision is very good;
- Provision for children's personal development is very good;
- Provision for writing in reception and art and design across the school are restricted.

### **Commentary**

16. The curriculum was unsatisfactory at the time of the previous inspection and considerable improvements have taken place since then. Teachers plan the curriculum half termly in two week blocks. The tasks are interesting and make sensible links between the subjects, resulting in effective provision for the children. At the end of each term the success and outcomes of the planning are evaluated. The staff plan as a whole team, which allows co-ordinators to offer ideas and ensure the children are challenged satisfactorily. There are good opportunities for the children to learn through a wide range of visits and visitors coming to the school. These support all areas of the curriculum and are very successful. A satisfactory range of additional clubs also allow children to develop skills, for example by taking part in sporting competitions.
17. Pupils with special educational needs are identified early and receive appropriate support that makes them successful learners, particularly in English. Regular meetings between staff ensure that progress towards the targets in the children's individual learning plans is recorded. Less attention is paid to writing individual plans for mathematics, although the children reach lower standards in this subject. Some targets are imprecise, which makes it more difficult to evaluate the steps needed for the children to improve. However, the co-ordinator has worked hard to improve learning. She has forged close and productive links with agencies, such as speech therapy and child psychology. Provision for those children who show particular talents is developing satisfactorily. A co-ordinator has been appointed and has received training. A list of identified children has been made. Provision for the 'nurture group' is very good. The headteacher leads the team of two classroom assistants very well. Their teaching is of

a high standard and, consequently, the children in the group achieve well. It is a very supportive environment where learning flourishes.

18. Whilst accommodation and resources are satisfactory overall, there is particularly good provision in ICT, both with the new purpose built suite and the 4 computerised wall screens around the school. This provision is making a positive impact on the children's achievement. In English, also, resources are good and in most other subjects support learning satisfactorily. However, some are out of date, in geography for example, and some are insufficient, such as in history, science and religious education.
19. The PSHCE curriculum has been well structured across the school. It aims to help children have the confidence to make well informed decisions about things that happen to them in their lives. Sex and drugs education are sensitively taught. The provision for children with English as an additional language is good.

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

Provision for pupils' care, welfare, health and safety is very good. Pupils receive good support, advice and guidance. The school involves pupils well in its work and development.

### **Main strengths and weaknesses**

- There are very good relationships between pupils and adults;
- The provision for seeking pupils' views is good;
- There are very good systems for pupils who transfer from other schools during the school year;
- The provision for child protection is very good.

### **Commentary**

20. Good and caring relationships are at the heart of the school's work with the children. Pupils make a point of saying how helpful and kind they find the staff and other pupils. Children with serious learning difficulties are supported well in the 'nurture group' and all pupils have been placed in 'friendship groups' with children from across the year groups. They meet regularly and provide an effective forum for consulting pupils about the way the school works. Pupils also write evaluations of visits out of school and evaluate their own achievements at the end of each school year. The 'Breakfast Club' and 'Out of School Club' provide care and play opportunities for up to 15 children every day. Induction procedures for reception children are satisfactory and allow for a phased entry to full-time school in the first three weeks of September. For the fairly high number of pupils who move school during the year, often more than once, funding has been obtained to allow a detailed assessment of their knowledge and skills in English, mathematics and science, to ensure they are placed in the relevant sets.
21. Child protection procedures have been much improved since the last inspection. The number of children about whom the school has concerns has increased dramatically. The child protection co-ordinator ensures that all staff receive training to meet the latest guidelines from the local education authority, and that all concerns are brought to her attention promptly using standard documentation. The council's multi-agency support team, and a designated support assistant on the school staff, are involved effectively in offering support and assistance for children and their families. Health and safety procedures are good. The school has several qualified first aiders and children with particular medical needs have individual health plans.



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

Links with parents, the community and other schools and colleges are good.

### **Main strengths and weaknesses**

- The school provides good family support;
- There are good links with families from the ethnic minority communities;
- Community links are good, especially for pre-school provision and adult education courses.

### **Commentary**

22. The school is particularly sensitive to the difficulties experienced by many of its families and has appointed a support assistant specifically for family support. This has been appreciated. Although the response to the parents' questionnaire was quite limited, most parents who replied feel that the teaching in school is good, children are treated well and they like school. Inspectors found teaching to be satisfactory overall but agree with the other views. Some concerns were expressed about behaviour but this was found to be very well managed. The bilingual support assistant, who has helped develop good community links, translates Bengali versions of the prospectus and newsletters. Termly parents' evenings are informal and become social occasions, so that parents can view children's work without necessarily discussing it with teachers. The pupils' annual reports are satisfactory but some contain too much specialist language.
23. The local community is used well as a teaching resource and visits are made to local supermarkets, the church and further afield, for example to Lincoln Cathedral and a science and technology centre. Good links with secondary schools widen the curriculum and prepare children for transfer at the age of 11. The school has worked successfully in partnership with other local organisations, such as 'Sure Start', and with two colleges to extend learning and care opportunities on its site, through a children's centre and ICT centre providing adult education and skills training. This provision benefits both pupils and the community. Several members of the support staff have been enabled to progress on to the teacher training ladder with the support of the headteacher.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good and the management is good. Governors provide strong support.

### **Main strengths and weaknesses**

- The headteacher provides inspirational leadership, which commands the respect and support of staff and governors, resulting in some very positive and effective initiatives;
- The headteacher and staff have created a very caring framework for pupils' personal development;
- The school provides some outstanding opportunities for professional development of staff;
- The governors provide loyal but challenging support;
- Some subject co-ordinators are unclear about the work in their subjects across the school.

## Commentary

24. The headteacher's leadership of the school is very good. Her clear vision, high aspirations and tenacity have resulted, despite an extended period of staffing difficulties, in the development of some very positive and effective initiatives. These were driven by the school's first priorities to improve pupils' behaviour, develop better links with the community and to raise standards. Strategic planning has been used most effectively and has included bidding for additional funding on an ambitious scale. This has resulted in the creation of a 'nurture group', 'friendship groups' and a buddy system, designed to support vulnerable children and give all pupils an opportunity to discuss and contribute to the workings of the school. A community nursery and a very well equipped ICT centre, that is also used as a community resource, are very effective developments that link the school with local residents. The headteacher presents a very strong and influential example through her enthusiasm for the school and her professional dedication. She took on the role of tutor for mathematics and arranged for English GCSE's to help classroom support staff obtain the necessary qualifications to enter teacher training, which several are now doing. She also attends to school details, such as making a large number of beautifully designed booklets recording school visits and special events because 'Someone had to do it!' Ensuring all children are included in good learning opportunities, such as exciting visits or interesting lesson activities, has been a successful focus. Significant improvement of the curriculum has begun through this very effective leadership.
25. Other key members of staff lead areas of school development well. The co-ordinators for English and ICT are working very effectively to raise standards. Mathematics has received a strong focus through training for the co-ordinator and use of outside consultants. As a result, the weakness in using mathematics skills to solve problems has been remedied and the standards are rising. Weaknesses in science have been tackled by the recently appointed deputy headteacher and already there are signs of improvement. The deputy headteacher and newly created senior management team support the headteacher well. Newly created teams for curriculum planning are proving effective and are helping to lift standards as staff share ideas and plan for pupils across ability groups.
26. Improving the quality of teaching is managed well, with staff working towards improvement targets. These are linked both to the school's priorities and to individual staff development needs. As a result, teachers and support staff have begun to improve their ICT capability and there has been a considerable improvement in the teaching and learning of English since 2002. The management of several other subjects is underdeveloped, as the co-ordinators do not review the quality of teaching and learning sufficiently. There is a variation in the quality of teaching in some subjects and in teachers' subject knowledge, and this contributes to lower standards, for example in investigations and independent work in science.
27. The governors' knowledge and support for the school are good. The chairman provides strong and informed leadership. The governing body, together with the school, have introduced a very powerful method for school review and development. Their working parties monitor and evaluate the curriculum, staff development, buildings, resources and standards. The teams include governors, teachers and classroom assistants. The working parties examine proposals, the implementation of plans and the effectiveness of outcomes. They give governors very clear insights into the strengths and needs of

the school, the progress of the school development plan and school improvement. At times the governors effectively challenge proposals. They also have appropriate mechanisms in place to ensure that the school fulfils its statutory duties.

28. The school manages its finances very well. The professional expertise of some governors is combined with the management skills of the school administration officer to good effect. Through seeking the best value for its spending and using astute financial management, the school has successfully overturned a deficit of some magnitude in a very short time. The school's finances are monitored securely and employed purposefully.

## Financial information

### *Financial information for the year April 2003 to March 2004*

| Income and expenditure (£) |        |
|----------------------------|--------|
| Total income               | 640473 |
| Total expenditure          | 639612 |
| Expenditure per pupil      | 3182   |

| Balances (£)                        |       |
|-------------------------------------|-------|
| Balance from previous year          | 13440 |
| Balance carried forward to the next | 861   |

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Provision in the Foundation Stage, and the quality of leadership and management, is **satisfactory overall**. Children's attainment on arrival at school is generally well below the standards expected for this age and when they leave reception their standards are below those expected in speaking and listening and reading, mathematics, knowledge and understanding of the world, physical development and personal development. They are well below average in creative development and writing. Their achievement is satisfactory overall and good in reading and mathematics.

#### Main strengths and weaknesses

- The children make good progress in the development of mathematics and reading because the teaching is effective and thorough;
- Their progress is unsatisfactory in writing and in creative development;
- The teacher is supported well by classroom assistants.

#### COMMENTARY

30. The children are unlikely to reach the levels of **personal and social development** that are typical for their age by the time they leave reception but they make satisfactory progress. Staff in the reception class work well together as a team and provide a calm, well ordered and secure environment. Children are encouraged to clear away the resources after use, which helps develop social skills. They learn how to take turns and interact with others, although there are occasions when some simply push in order to have what they want. Staff listen to what children have to say and give them praise and encouragement. This helps children's self-esteem and extends their learning, whilst supporting good behaviour. In some tasks there is too much adult control, which slows the development of their independence.
31. In **communication, language and literacy**, children's reading skills are developing well. The teaching is good and children make good progress. They enjoy listening to stories and concentrate, eagerly adding comments. There are satisfactory opportunities for children to begin to develop their knowledge of letter sounds, both through reading activities and other areas of learning. Speaking and listening skills are not developing so well. Children are encouraged to talk but many use simple sentence structures and misuse pronouns, for example 'Me wants'. Writing skills are not taught well enough. Many children mis-form letters and few are able to write any words independently. The highest attaining children are unlikely to reach the expected levels by the time they leave reception.
32. **Mathematics** skills are taught well. The children have a satisfactory knowledge of numbers and many can recognise and order them to about 20. They recognise and name two-dimensional shapes. Mathematical thinking is developed satisfactorily through simple problem solving activities. The higher attaining children confidently discuss where to locate objects according to properties of size, shape and colour.

33. In **knowledge and understanding of the world**, children experience a range of science and ICT activities as part of their curriculum. None were seen to use the computers during the inspection. They are able to recognise that some objects float while others sink. The average and higher attainers can guess what is likely to happen to objects placed in water. They have a limited vocabulary and cannot explain their thinking or explain what happened after they have experimented.
34. **Physical development** is given satisfactory attention in the curriculum and children have frequent short activities in the hall. They are able to follow instructions to run, jump and walk but many are awkward in their movements and some are cautious. When playing outside there is less understanding of using spaces safely than is usual for children of this age. Many children use precision tools, such as pencils and scissors, satisfactorily. They can stick small objects onto paper fairly precisely and some can cut out well. On occasions they are given insufficient opportunities for development in these skills as adults take over and finish tasks for them.
35. **Creative development** is unsatisfactory. There are no creative and imaginative play areas currently in the classroom and children have infrequent access to small world toys. None were seen to be playing imaginatively or pretending. Artwork is over controlled, with most examples designed and outlined by adults. On those occasions where children draw or paint for themselves, their work is interesting and includes satisfactory detail.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

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

- The co-ordinator is very knowledgeable and moves the subject forward well;
- Good teaching and learning ensure pupils make good progress. Those with learning difficulties are supported well;
- Children are very enthusiastic and talk confidently about their work.

#### **Commentary**

36. Standards at the time of the previous inspection were much as they are now. Overall they are below average, although in 2003 standards were average at the end of Year 6. Although current standards in Years 2 and 6 are still below what would be expected, the school has clearly turned a corner and over the past two years standards have started to rise. Children's work shows that progress is often good. In both Years 2 and 6, there is a high proportion of children with special educational needs and these children are achieving well. When compared with similar schools, the children reach standards that are average for Year 2 and above average for Year 6.
37. The co-ordinator is very influential and enthusiastic. Her careful monitoring has ensured that children achieve well. Teachers plan work that excites and interests the children. They set high standards and children strive hard to rise to the challenge. Lessons are managed well and work is carefully matched to children's needs and marked well.

Teachers' comments tell the pupils how they are doing and include suggestions about what they need to do next to improve and reach higher standards. In each classroom there is a set of descriptions of the National Curriculum levels for writing. The children talk about which aspects they have already attained and what they are working on next. Older children sometimes mark each other's work, identify the level they think the work reflects and offer advice on how to improve. This has a positive effect on their own work. Throughout the school children are very enthusiastic. They like their English lessons and look forward to them. They are eager to talk to each other and adults about their successes. In each classroom, the teachers and children have compiled sets of words to prompt them when writing. This results in writing of high quality for the above average and some of the average children.

38. Higher attaining Year 5 and 6 pupils were observed writing descriptions of aliens.

At the start of the lesson there was a buzz of excitement and anticipation. The teacher set the scene. 'You are going to write an outstanding description today.' High expectation at the outset. She referred to the Level 5 statements of attainment displayed on the wall. 'You know about these, you are working in the level already!' Having read the model text, the children agreed that it was a good description and picked out words and phrases to support their opinions. 'Yes, but yours will be better', said the teacher. 'Close your eyes, imagine you are face to face with your alien. Think about the shape of the body and head. How does it differ from humans? How does it behave, communicate, move? Let your imagination go wild!'

For a few minutes children described their alien to a partner. The teacher introduced a 'hot seat'. Almost every child volunteered to sit in the seat. A quick fire question and answer session followed; all were extremely confident. Questions were often complex and answers full of detail. A different 'hot seat' experience followed. Again almost all children volunteered. The descriptions of aliens given orally by the children were frightening, exciting, sad and sometimes moving. They showed their mastery of imagery, metaphor and simile. They used words like 'fascination' and 'engrossed', and phrases like 'At the base of the body three sluggish legs unfurled.'

The children were proud of their final written descriptions. When reading them aloud they created atmospheres of suspense, horror and fear. The lesson certainly had the 'WOW' factor!

39. Pupils with special educational needs receive very good support from classroom assistants. Children are assessed regularly and placed in sets matched to their needs. This is working well. The school has recently introduced individual target books. The children complete these in discussion with their teachers. They are developing into very independent learners and most are fully involved in charting their own progress.
40. Resources to support teaching are satisfactory and are organised well. Texts are chosen carefully to motivate the children and there is a good range of 'Big Books' to support reading in other subjects of the curriculum.

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

41. There are satisfactory opportunities for pupils to develop their literacy skills in other subjects. Speaking and listening skills are developed well throughout the school day. The varied visits to interesting sites planned by the school give rich opportunities for the children to write about their experiences. For example, younger pupils learn how to write their own address as part of their geography fieldwork and older children write enthusiastically about their visit to Normanby Hall in history. Sometimes, however, opportunities are missed; for example, independent and personal writing could be developed more in science, religious education and geography. There are also too few opportunities for children to apply their word processing skills.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Most children achieve well and are making up lost ground;
- Special educational needs provision is patchy.

#### **Commentary**



42. In Years 2 and 6 in 2003, standards were well below average and the Year 6 children did not achieve well based on their prior attainment. Inspection findings are that standards are still below average but children achieve well, particularly those whose standards are just

below average. Children work in ability sets with well planned tasks that challenge and help them move forward quickly. In both Years 2 and 6, there is a high proportion of children with special educational needs and fewer than expected who are potentially higher attainers. As a result, only a small proportion reach above average levels and almost half of the Year 2 pupils and about a third of the Year 6 pupils are below average. Those pupils with the potential for higher attainment are challenged satisfactorily. They work at a faster pace than their peers and reach higher standards. In a few cases, they work at the same tasks as other children when they could work at a more advanced level. Senior staff are aware of this concern and have compiled a list of higher attaining pupils in order to monitor the provision they receive and improve it.

43. The school analysed the overall weaknesses in the children's skills and implemented improvements in calculating and problem solving. Calculating skill are now taught well and the children use calculations confidently. When working out number problems children quickly recall number facts to identify fractions or totals, for example, and select the appropriate methods for themselves. This aspect of independent learning has received good attention and is successfully raising standards. Few of the children with special educational needs have individual plans for mathematics. Where targets do exist, they are often general and do not give a clear focus on the children's capabilities and what they need to do to improve their mathematical skills. In lessons, however, the children receive good support in most cases. The teachers and classroom assistants know their capabilities and build on their skills effectively. The children's recall of facts, such as tables and number bonds, are used well to answer questions.
44. Teachers have improved their skills of monitoring progress and each child has a target book that tracks their standards as they move through the school. This records termly achievement and identifies weaker areas for the whole set to focus on. Individual details are not monitored so precisely and some teachers are unsure of the national curriculum levels that pieces of work represent. As a result, the particular areas that individual pupils need to work on next are not always clearly identified. Within several sets all the children cover the same level of work and work at the same pace, while in others the tasks are different for different groups of children. The co-ordinator provides satisfactory support to teachers. She has worked hard to identify whole school weaknesses and has ensured that new initiatives are implemented to raise standards. She recognises that her detailed knowledge of the work in mathematics lies in one part of the school and her influence needs to extend to all year groups. There are plans for this to happen in the future.

### **Mathematics across the curriculum**

45. Mathematics is used satisfactorily to support work in science and geography, where the children record findings in graphs and charts. Little evidence was seen of precise measurements used to support design and technology and there are too few opportunities for mathematics to link with ICT.

### **SCIENCE**

Provision in science is **satisfactory**. Standards are beginning to rise, and pupils are making good progress by Year 2 and sound progress by Year 6.

### **MAIN STRENGTHS AND WEAKNESSES**

- Effective self-evaluation has led to some significant developments, such as a better match of work to ability;
- Pupils' scientific knowledge is improving rapidly but their skills in investigating and working independently are still unsatisfactory;
- Some teaching methods restrict the children's opportunity to show what they understand;
- The deputy head has made a positive impact on improving the provision.

## Commentary

46. Standards in science have been well below the expected level for the past five years. However, new staff have brought expertise to the school that has improved the way science is taught and standards have improved, although they are still below average. Recent changes to teaching have included creating ability sets to match the work more closely to children's needs and team planning to share expertise and develop tasks that link with other subjects. The senior management team is developing more effective uses of assessment and, together with the increased use of tests, the analysis of data is giving a clear view of the strengths and weaknesses in the subject. Assessment is being further developed to include target setting and to monitor the achievement of individual pupils. Pupils are now making faster progress than before, especially in acquiring scientific knowledge about living things, the properties of materials and physical processes.
47. Much of the work, especially in Years 1 and 2, is practically based and this helps pupils' understanding. For example, they have made kites and windmills when investigating air resistance and force. The school is also working towards making science more interesting through supporting the subject with visits; for example, Years 1 and 2 to a local farm in connection with their study of 'life processes', Years 3 and 4 to an RAF station for work on flight and to the 'hands-on' science museum in Sheffield for Years 5 and 6.
48. While this is beginning to bear fruit, it is still early days and there are aspects less well developed. Teachers' approach to the subject is variable and so the outcomes of shared planning can be very different. The marking of work does not lead to greater scientific understanding. The impact of an enriched curriculum is being lost at times because there is an over reliance on worksheets, which restrict pupils' response. On some occasions the whole class copy work and pupils are not able to demonstrate what they really know and understand. In most classes, pupils are too dependent on their teachers and they are not being taught how to plan and carry out their own investigations or to undertake independent research for information from a variety of sources, including ICT. Although the work is now matched more closely to the children's needs within the ability sets, there is still a need be to plan the work more closely to the abilities of the children within the group.
49. The subject development plan identifies that raising standards in science is the main priority. The leadership of science is in the process of transferring to the deputy head and he is already making a positive impact. The leadership and management of science are now satisfactory and it continues to improve. He has already identified a need for staff development to improve subject knowledge and for children to take greater control of their work. The school shows the capacity to raise standards further.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and the development of skills is **very good**.

### Main strengths and weaknesses

- Very good use is made of specialist teaching in the computer suite;

- An ambitious scheme of work leads to very rapid progress in the development of skills. However, insufficient use is made of these skills to extend learning in other subjects;
- The co-ordinator has very good subject knowledge;
- Teachers' subject knowledge is variable and as a result children do not follow up learning in the classrooms.

## Commentary

50. Standards in ICT are below average but the children are making rapid progress in learning how to use the resources. Specialist staff take lessons for the children from Years 1 to 6 and teach them the skills needed to manage their work. There is a new, very well resourced computer suite that is also used by the community. A permanent technician is available to repair and help when the machines go wrong.
51. The teacher and classroom assistant who take the lessons are very skilled and have very good subject knowledge. Their expertise has contributed strongly to raising standards. They plan interesting and challenging work and support individuals well. Both have high expectations and lessons are brisk. The children's interest, enthusiasm and very attentive behaviour ensure they achieve very ambitious targets. For example, Year 2 pupils are acquiring the skills of searching for information from the Internet well in advance of what is expected nationally. Years 3 to 6 undertake the same level of work to develop their skills and understanding of the use of spreadsheets. This means that Year 6 pupils are catching up quickly on 'lost ground', but Years 3 and 4 are already in advance of the expected standard. The school has drawn up ability sets for next year to further increase the pace of progress. The sets are drawn from a wide range of age groups to ensure the more talented children will continue to be challenged well.
52. Other teachers are less skilled and cannot always follow up work with their own classes. The school has monitored the provision closely and is aware that although children know how to use computers, they do not develop their skills and understanding satisfactorily across other subjects. The development plan clearly identifies this weakness as a target for improvement and strategies are already in place to acquire more computers and train all teachers in their use. New computerised screens have been introduced to support learning in other subjects such as mathematics and literacy. These interest the children and widen their understanding of the uses of ICT.
53. The subject is led well. A very effective assessment framework underpins the good scheme of work. The subject is well resourced, with a programme in place to extend the use of computerised class screens and to provide more classroom opportunities through the use of portable computers. The specialist teaching programme has been of great benefit in improving pupils' achievement.

## Information and communication technology across the curriculum

54. Most class teachers are not currently involved in planning or teaching the subject and there are insufficient links between the skills developed in the suite and opportunities to apply these skills in the classroom. The 'clusters' of computers positioned to enable this to happen are not used sufficiently and ICT is under represented in the planning for most subjects. The school recognises this weakness and has planned changes that it intends will lead to improvements.

## HUMANITIES

55. No lessons were seen in **history** and only one lesson was seen in **geography**. No overall judgements can be made about provision in these subjects.

56. Good use is made of the local environment and visits to places of interest. These help to bring the subjects alive to pupils. In history, younger children have visited the local War Memorial. Older pupils are currently learning about life in Ancient Egypt. They understand the power structure headed by the pharaoh and the importance of high priests and scribes to that society. Good opportunities for writing are provided, for example accounts of

pyramid building and instructions to make papyrus into paper. In geography, younger pupils engage in fieldwork looking at houses in the locality and are beginning to identify similarities in locations. They located areas on a map and drew simple plans. Older pupils have a go at forecasting the weather for 'television'. Their work centred on a study of world climates. They compared settlements such as their own and in Kenya and note similarities and differences.

57. Resources to support teaching and learning in both history and geography are unsatisfactory. They are few in quantity and some are out of date. Teachers often provide resources themselves to ensure the subjects are taught satisfactorily. The school has recognised the weakness and is steadily improving resources for all subjects.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Children achieve well in Years 1 and 2;
- Very good use is made of visits and visitors to enhance the curriculum;
- The provision for religious education is not consistent throughout the school.

### Commentary

58. Standards in religious education are above those expected by Year 2 and at the expected level by Year 6. The younger children make very good progress, whilst the older pupils make satisfactory progress. The school uses the locally agreed syllabus and it is extended well by the good use of visits and visitors. After a visit to Lincoln Cathedral a Year 5 pupil wrote 'The cathedral is a breathtakingly beautiful place. I liked the beautiful carvings on the elaborate shrines and columns.'
59. There is a well planned programme for worship. Pupils from different faiths enjoy the opportunities they are given to share their faith with their peers. This was seen when a brother and sister in Years 2 and 4 brought their prayer mat and special clothes to school, to show the other children how they worship at home. Across the school there are very good connections with the local parish church and these strengthen the learning of Christianity.
60. Although pupils in Years 3 to 6 are given an equally rich curriculum, progress is less rapid than in Years 1 and 2 because the teaching is less systematic and the teachers' knowledge is variable, especially on world faiths. Where the younger children produce very carefully recorded work in their books, the oldest pupils' work is a collection of loose-leaf sheets and worksheets in a folder that are not collated in order. The children cannot look back and follow the sequence of their learning. This has a negative impact on standards, content and presentation.
61. The subject is satisfactorily led by an enthusiast. She has had a major impact on the subject through the use of visits and visitors. However, she does not have sufficient opportunities to monitor teaching and learning or to improve those areas where



teachers' subject knowledge is less secure. There are too few good quality resources and this has a detrimental effect on the quality of the teaching.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. No lessons were seen in **design and technology, physical education and music**, so no overall judgement can be made about the provision or standards in these subjects.
63. In design and technology pupils follow an appropriate scheme of work and are given many opportunities to make things through construction and with food and textile materials. The evidence retained by the school, however, shows that designing is underdeveloped. The role of the co-ordinator has been under developed and is unsatisfactory. A new co-ordinator is to be appointed in the autumn and the school plans to develop the role, monitor the subject more closely and develop assessment procedures. The subject is currently not led with sufficient insights into the standards throughout the school or subject knowledge to raise achievement.
64. Children report that they thoroughly enjoy physical education. The school provides an average range of extra clubs, particularly for the older children, and these extend learning for those who take part. The school has no field but has negotiated the use of training grounds from a nearby school and a local college. The restricted play areas mean sports pitches are smaller than average but are provided with sports equipment and moveable goal posts that children take responsibility for carrying in and out of school each day. Teachers' planning shows the curriculum takes account of all aspects of the subject and builds satisfactorily on the skills as children move through the school. Almost all children swim the expected length of 25 metres by the time they leave Year 6.
65. The children enjoy singing in assembly. Recently the school has introduced a singing club for older children by using adults linked to the church. The club is run by a qualified music tutor and two volunteers who are skilful teachers and good singers themselves. The children are learning a range of songs. They sing tunefully and are learning to sing in two parts, which they enjoy. The first performance by the singing club will be at the forthcoming leavers concert. The children are very excited and are keen to do their best. The school does not have a music specialist and has identified the need to improve provision in music through ensuring the confidence of all teachers improves. Inspection findings support this view.

### Art and design

Provision in art and design is **unsatisfactory overall**, although it is **satisfactory** for children in Years 1 and 2.

### MAIN STRENGTHS AND WEAKNESSES

- Year 1 and 2 cover an interesting range of activities;
- Years 3 to 6 experience an over controlled curriculum.

### Commentary

66. Standards are average for children in Years 1 and 2 but are below average in Years 3 to 6. In Years 1 and 2, the children are provided with opportunities to explore different styles and resources to make pictures of windmills, for example, following a visit. There

are, however, too many occasions across the school where children follow adult designs rather than creating work to their own perceptions. For example, all Year 1 and 2 used identical paper plates to make faces and a Year 5 and 6 class received templates to make 'Egyptian' collars. By Year 6, the children are competent at using resources and use their imagination and knowledge to interpret ideas accurately. They use a secure understanding of Ancient Egyptian art and style to complete tasks successfully but their work lacks spontaneity. This

is the result of having the templates prepared for them and the resources chosen by their teacher. Sketchbooks are used fitfully and do not show the development of skills and ideas that draw together towards the completion of their own interpretation of the task.

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

67. The school's curriculum for PSHCE is **good**. Every teacher has a timetabled session each week and some teachers use additional slots during the day for discussion of particular topics. The development of the 'friendship group' is particularly thoughtful. The children value these groups, feel they can talk to the adult they link with and enjoy spending time with pupils of different ages. The groups are used for discussions and for monitoring pupils' views of the work of the school. Children feel confident and give their opinions freely. The emphasis throughout the school is on helping children feel able to handle situations that will arise as they grow up. The co-ordinator manages the subject well and is ably supported by class teachers, so that the same message comes across from the school to children of all ages. Sex and drugs education are sensitively catered for.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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