

# INSPECTION REPORT

## **Stanford Junior and Infant School**

Laceby, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 118015

Headteacher: Mrs Kathryn Cooper MA

Lead inspector: Mr Glynn Storer

Dates of inspection: 18<sup>th</sup> to 21<sup>st</sup> April 2005

Inspection number: 267977

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 229

School address: Cooper Lane  
Laceby  
Grimsby  
Postcode: DN37 7AX

Telephone number: 01472 318003  
Fax number: 01472 318009

Appropriate authority: Governing body  
Name of chair of governors: Dr Peter Tissington

Date of previous inspection: 22<sup>nd</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

Stanford Voluntary Controlled Junior and Infant School is situated in Laceby, a village five miles south west of Grimsby. Most pupils come from the village community. With 229 pupils on the school roll, this school is of average size. During the last school year, the proportion of pupils known to be eligible for free school meals was below the national average. Children's attainment on entry to the school is about average for their age. However, the number of pupils facing difficulties with their learning is above the national average and six pupils require the help of trained teachers and support staff<sup>1</sup>. This number is about average for a school of this size. No pupil speaks English as an additional language. Since its last inspection, the school has had to manage the impact of major building works and of the illness and consequent absence of key members of staff. The school also copes with a fairly high annual turnover of pupils. In the year 6 class of 2003/4, over a third of the pupils had joined the class since the 1998/9 intake in Year 1. In 2004, the school gained the Healthy Schools Award.

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<sup>1</sup> Five pupils are currently subject to Statements of Special Educational Need that require this additional level of provision.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19830	Glynn Storer	Lead inspector	Science Information and communication technology French Physical education Citizenship
9884	Maureen Roscoe	Lay inspector	
20646	Margaret Palmer	Team inspector	Foundation Stage Mathematics Art and design Design and technology Music
19120	Derek Pattinson	Team inspector	Special educational needs English Geography History Religious education

The inspection contractor was:

Altecq Inspections Limited  
102 Bath Road  
Cheltenham  
GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Stanford Junior and Infant School provides a satisfactory education for its pupils.**

It has significant strengths but some important areas for improvement. Standards are rising. Almost all pupils achieve satisfactory standards in English, mathematics and science. The overall quality of teaching is good. The curriculum is satisfactory and the arrangements that promote pupils' personal development are successful. The headteacher, key staff and governing body provide sound leadership. The school provides satisfactory value for money.

**The school's main strengths and weaknesses are:**

- Pupils in reception and in Years 3 to 6 are making good progress.
- Standards are rising in Years 1 and 2.
- Standards in information and communication technology (ICT) are well above average.
- Teaching is good, although teachers do not use assessment information systematically.
- Pupils have very positive attitudes.
- A good range of activities and special events enriches the curriculum, although there are not enough opportunities for pupils to develop writing skills through work in other subjects.
- Current planning for improvement is not rigorous enough.
- Procedures for responding to child protection issues are unsatisfactory.
- Communications with parents do not always promote positive home and school links.

There have been **satisfactory** improvements since the school's previous inspection. However, difficulties caused by a large scale building development, the turnover in teaching staff and prolonged bouts of absence on the part of senior staff have slowed the overall rate of improvement. Nevertheless, the proportion of good quality teaching is higher than it was in 1999. There have been significant improvements to resources and facilities for ICT and to the school's accommodation as a whole. The school has satisfactorily rectified some of the weaknesses in the teaching of writing and in its partnership with parents but there is still work to do in these areas.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	C	C
mathematics	C	C	C	C
science	C	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*

Children's attainments on entry to the reception classes are broadly average and most achieve or exceed the early learning goals.<sup>2</sup> In the 2004 statutory assessments for pupils in Year 2, the school's results in reading were above the national average and the average for similar schools. Standards in writing and mathematics were below average and standards in science were well below average. Inspection evidence indicates that standards in reading are still above average. Standards in writing, mathematics and science are rising and are now average overall. A much higher proportion of pupils is on course to attain above average standards than in 2004. Such standards represent satisfactory achievement in Years 1 and 2. The results of the 2004 tests for pupils at the end of Year 6 were in line with the national average and the average for similar schools in English, mathematics and science. Inspection findings are largely consistent with these results, although a higher proportion of pupils is on course for the above average standard in English. Current standards in Year 6 indicate that pupils' achievement is good in relation to their below average standards at the end of Year 2. By the time pupils leave the school, standards in ICT are well above national expectations and standards in religious education are in line with those set out in locally agreed guidelines. Pupils with special educational needs achieve satisfactorily in relation to individual targets. Pupils from different ethnic backgrounds make similar progress to other pupils and boys and girls do equally well.

Pupils achieve **satisfactory** standards in relation to their spiritual, moral, social and cultural development but the promotion of pupils' moral and social development is more effective. As a result, most pupils have very positive attitudes to school life and their behaviour in lessons and around the school is good. Relationships at all levels are very good. Attendance rates are well above average and levels of punctuality are very good.

## **QUALITY OF EDUCATION**

The school provides a **satisfactory** education for its pupils. Teaching and learning are good. Much teaching is stimulating and engages pupils' interest. This is particularly the case in Years 5 and 6 where challenging tasks bring the best out of pupils. However, other than in the Foundation Stage, teachers do not use assessment information systematically to plan work for pupils with different capabilities or to show them how they can improve. This inconsistent approach is unsatisfactory. The school enriches its curriculum with a good range of activities that interest and motivate pupils but there are too few opportunities for pupils to reinforce writing skills across the curriculum as a whole. The school provides satisfactory care for pupils. Nevertheless, there are weaknesses in procedures for child protection because policy, staff training and practice are not up to date.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. Governors know the school's strengths and weaknesses and support staff effectively. They monitor the budget conscientiously but have not been vigilant enough to ensure that child protection procedures and the content of information for parents comply with statutory requirements. The work of the school management group is improving school self-evaluation but planning for improvement is not as effective as it could be because the school development plan

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<sup>2</sup> Early learning goals – these are the standards that children are expected to reach by the end of their reception year.

does not clearly identify the school's key priorities. Furthermore, some staff with management responsibilities are not given the necessary time or resources for the job.

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

**Parents are satisfied with the most aspects of the school.** They feel that staff expect pupils to work hard and that their children are making good progress. However, a minority of parents has concerns about the information that they receive and about the extent to which their views are acted upon. Inspectors endorse parents' positive views but also find evidence to support their concerns. Although pupils' annual progress reports are good, the content of some other communications does not promote parents' full participation in the life and work of the school. **Pupils are also satisfied.** They are most happy that, although they have to work hard, they learn new things in lessons.



## **IMPROVEMENTS NEEDED**

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

- ensure that teachers use assessment data to match work systematically to pupils' prior attainment and to give pupils a clearer understanding of their own learning;
- give pupils the chance to write independently and at length in subjects other than English;
- ensure that the monitoring carried out by staff with management responsibilities is rigorous enough to secure consistent practice throughout the school and results in planning that identifies and systematically addresses the school's key priorities for improvement;
- strengthen procedures for child protection and ensure that revised policies and procedures meet statutory requirements;
- improve the quality and content of communications with parents so that they meet statutory requirements and draw more parents into a constructive partnership with the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

By the end of the Foundation Stage<sup>3</sup>, standards are **average** in most areas of learning. In Years 1 and 2, standards in reading are **above average** and standards in writing, mathematics and science are **average**. In Years 3 to 6, standards in all core subjects<sup>4</sup> are **average**. Children's achievements in the Foundation Stage are **good**. Pupils in Years 1 and 2 achieve **satisfactorily** and those in Years 3 to 6 achieve **well** in relation to their prior attainment.

#### Main strengths and weaknesses

- Standards are rising.
- Children in the reception class achieve good standards in relation to their personal, social and emotional development.
- By the end of Key Stage 1, standards in reading are above average.
- Pupils in Year 6 have made good progress in Key Stage 2.
- Standards in ICT are well above average.

#### Commentary

1. Since its last inspection, the school has had a period of disruption in leadership and in staffing. These circumstances resulted in a drop in standards. However, the governing body has brought the school through this challenging period and, although there are still issues to resolve, standards are once again rising throughout the school.
2. Children's attainments on entry to the reception classes are average for their age. Most children make good progress. Almost all achieve the early learning goals and, by the end of the reception year, a considerable number achieve well and are above average in terms of their knowledge and understanding of the world and in aspects of their communication and mathematical skills. They also achieve good standards of personal, social and emotional development. Children learn well because they are mature, self-confident and relate very well to others.

#### Key Stage 1

##### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.4 (15.4)	15.8 (15.7)
writing	14.0 (16.8)	14.6 (14.6)
mathematics	15.6 (17.4)	16.2 (16.3)

*There were 40 pupils in the year group. Figures in brackets are for the previous year.*

#### Key Stage 2

##### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
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<sup>3</sup> Foundation Stage begins at the age of three and ends at the end of the reception year. It is a distinct stage and is based on six areas of learning. These refer mainly to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world, physical and creative development.

<sup>4</sup> The core subjects are English (reading and writing), mathematics and science.

English	27.0 (25.5)	26.9 (26.8)
mathematics	27.0 (26.5)	27.0 (26.8)
science	28.9 (27.3)	28.6 (28.6)

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

3. In the most recent statutory assessments for seven-year-olds, the school's results in reading improved. The 2004 results in reading were above the national average and the average for similar schools. Nevertheless, standards in other core subjects fell. In 2004, standards in writing and mathematics were below average and standards in science were well below average. Since the previous inspection, standards have not improved to the extent that they have in schools nationally. However, inspection evidence indicates that standards in reading are still above average and that standards in writing, mathematics and science are rising again. Standards in these subjects are now average overall. Almost all pupils in Year 2 are on course to attain or exceed the nationally expected standard for their age, with a much higher proportion of pupils on course for above average standards than in 2004. Such standards represent satisfactory achievement in Years 1 and 2.
4. The results of the 2004 tests for pupils at the end of Year 6 were in line with the national average and the average for similar schools in English, mathematics and science. Inspection findings are largely consistent with these results, although a higher proportion of pupils is on course for the above average standard in English because of improvements that the school has made in the teaching of writing. Overall standards in Key Stage 2 are lower now than they were in 1999. Nevertheless, pupils currently in Year 6 are making good progress. Their achievement is good in relation to their below average standards at the end of Year 2.
5. By the time pupils leave the school, standards in ICT are well above national expectations. Pupils in Year 6 have high levels of confidence and competence and use ICT very well to improve their work in a range of subjects but especially in mathematics and science. Standards in religious education are in line with those set out in locally agreed guidelines. There was insufficient evidence to evaluate overall standards in other subjects. Pupils with special educational needs achieve satisfactory standards in relation to individual targets identified for them. Pupils from different ethnic backgrounds make similar progress to other pupils and boys and girls do equally well.

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

Most pupils have **very good attitudes** to school and **behave well**. The school promotes pupils' spiritual, moral, social and cultural development **satisfactorily**. Attendance and punctuality are **very good**.

### **Main strengths and weaknesses**

- Children in the reception class settle to school routines and grow in confidence.
- Pupils have very good attitudes.
- Pupils' behaviour in lessons and around the school is good.
- Relationships at all levels are very good.

- Attendance rates are well above average.

### Commentary

6. When children first come to the school, staff create a welcoming atmosphere and do a particularly good job in establishing routines and expectations. Consequently, children feel secure in the reception classes. They settle and soon begin to adopt helpful patterns of behaviour. The reception class teachers and teaching assistants work consistently to promote children's self-esteem, confidence and independence. Consequently, most are happy, respond well to adults and work and play co-operatively. By the end of the reception year, many display levels of attentiveness and a readiness to work that are above those normally found in children of this age.
7. The pupils' questionnaire indicates that most pupils like their school because, although they have to work hard, they learn new things in lessons. Inspection evidence supports these views. Older pupils particularly respond very well to teachers' high expectations of their capacity to cope with demanding work. They are very confident and independent. They rise to the challenge, persevere very well and put thought, effort and energy into solving problems. These very positive attitudes improve pupils' learning and progress. Another important contributory factor to pupils' very positive attitudes is the good range of sporting, cultural and other activities and events that the school provides in order to bring learning to life. Events such as the Children Challenging Industry project, visits from theatrical and musical ensembles, cello lessons for all in Year 4 and the teaching of French stimulate pupils' interest and involvement and motivate them to extend their learning.
8. Pupils behave very well because teachers and supervisory staff insist on high standards of behaviour. They use rewards and sanctions consistently and take the time to explain why a particular action is unkind or wrong. Consequently, most pupils understand the consequences of their actions. Pupils are very kind and considerate. They respect the individuality of others and care for those with special educational needs or disabilities. Pupils play happily in groups that are mixed in terms of age and gender. Pupils from different backgrounds confirm that they do not suffer abuse or harassment at school. Pupils respect the school site. There is very little litter and no evidence of damage caused by pupils. One pupil has been excluded during the last school year.

### Exclusions

#### *Ethnic background of pupils*

<i>Categories used in the Annual School Census</i>
White – British
Mixed – White and Asian
Mixed – any other mixed background
Black or Black British – African

#### *Exclusions in the last school year*

<i>No of pupils on roll</i>	<i>Number of fixed period exclusions</i>	<i>Number of permanent exclusions</i>
200	1	0
2	0	0
1	0	0
1	0	0

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

9. Relationships are very good. Conversations are characterised by mutual respect because pupils respond really well to the very good example set by staff. They listen carefully to what others have to say and respond thoughtfully. Pupils get along well with one another and so collaborate easily in joint activities. For example, pupils in Years 5 and 6 were keen to help each other by sharing tips that enabled friends to overcome complex ICT problems. This level of co-operation and mutual support improves pupils' learning considerably. Pupils also relate very well to their teachers and to other adults in school. The survey of pupils confirms that most believe that teachers and classroom assistants help them when they are stuck, that staff usually treat them fairly and that there is an adult to go to if they are worried or hurt.
10. The school promotes pupils' personal development successfully. They have lessons in personal, social, health education and citizenship every week and other subjects such as geography, history, science and religious education make a good contribution to this area of pupils' work. Pupils achieve satisfactory standards in relation to their spiritual, moral, social and cultural development and staff foster the moral and social dimensions of pupils learning effectively. Consequently, pupils are reflective and sensitive to others' feelings and to things of beauty. Clear moral values underpin all aspects of the life and work of the school and all staff are conscientious in promoting the 'golden rules'. Therefore, most pupils respect one another, follow agreed codes of conduct and act on a clear understanding of what is right and wrong. Current teaching also prepares pupils well to be useful members of the community. Pupils are involved with local and national charitable efforts and in the life of local churches. Members of the Stanford Trust are active in the life of the school and the celebration of Founders Day gives pupils a sense of local culture and heritage. Topics that give pupils insights into civilisations, literature and the arts along with the multi-faith content of religious education in Years 5 and 6 also promote cultural awareness satisfactorily. Similarly the teaching of French and topics concerning the everyday lives of people in other lands foster positive attitudes about life in an ethnically diverse society. There is, however, scope for this aspect of pupils' learning to be extended.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.0
National data:	5.1	National data:	0.4

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

11. Pupils' attendance and punctuality are very good. In the last full year, the attendance rate was well above that in schools nationally. In the current year rates of both authorised and unauthorised absence are very low. Parents and carers ensure that almost all children attend regularly and arrive very punctually at school. Attendance has remained above, and in some years well above, average in most years since the last inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Stanford Junior and Infant School provides a **satisfactory** education for its pupils. It has significant strengths but some important areas for improvement.

### Teaching and learning

Teaching and learning are **good** overall. Although assessment procedures are **satisfactory**, teachers' use of assessment information in their planning in some subjects is **unsatisfactory**.

#### Main strengths and weaknesses

- Teaching in the Foundation Stage and in the Year 5/6 classes is consistently good.
- Pupils' very positive attitudes in lessons help them to learn.
- Teachers manage pupils well and insist on high standards of behaviour.
- Procedures for assessment are satisfactory but teachers do not consistently use assessment information to plan the next steps in pupils' learning.

#### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	2 (6%)	17 (51%)	12 (36%)	1 (3%)	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.*

### Commentary

12. The overall quality of teaching is good. Standards highlighted in the last inspection have been maintained. In the Foundation Stage and in the Year 5/6 classes teaching consistently is good, with examples of very good and excellent teaching in Years 5/6. In Key Stage 1, there is less consistency but teaching is satisfactory. Whilst one example of very good teaching was observed in Year 1/2, there were fewer good lessons and in one lesson, teaching was unsatisfactory.
13. In the reception/Year 1 classes, the teachers and teaching assistants work together as an effective team, successfully stimulating the Foundation Stage children's desire to learn. Alongside the other areas of learning, they successfully promote children's literacy and mathematical skills, whilst emphasising their personal, social and emotional development. As a result, the children gain in independence, are well motivated to learn and make a secure, happy start to their school life.
14. In the Year 5/6 classes, teachers have very good subject knowledge. This provides a secure basis for consistently well-structured and purposeful lessons. Lessons start briskly because introductions are stimulating and very successfully engage pupils' involvement and boost their motivation to succeed. Teachers use resources very effectively to involve all pupils, challenge them and promote their good achievement. In an excellent lesson in the computer suite, for example, a Year 5/6 teacher enabled the pupils to use their very good range of ICT skills very effectively to support and extend their learning, particularly in mathematics and science.
15. The quality of pupils' learning is boosted by their very good attitudes to work. The teachers establish very good relationships with pupils. This underpins pupils' very positive response in lessons and their eagerness to learn. Teachers consistently

encourage and praise pupils' efforts. This successfully motivates pupils and enhances their self-esteem and confidence so that they are very keen to participate and apply themselves to their tasks. Teachers manage the pupils effectively, insisting on good standards of behaviour and establishing classroom routines that successfully promote learning.

16. Procedures for assessing pupils' attainment and evaluating their progress are satisfactory. The headteacher is promoting the use of this information by tracking pupils' progress, setting individual targets and by identifying where additional support is needed. This work is contributing effectively to the drive to raise standards. Throughout the Foundation Stage, teachers and teaching assistants thoroughly assess and record children's attainment. This information is used satisfactorily in identifying children's development and learning needs and in planning activities for groups of children. Assessment and recording procedures for pupils with special educational needs are satisfactory throughout the school and enable pupils to make satisfactory progress towards the targets on their individual educational plans.
17. In Years 1 to 6, teachers check pupils' understanding by questioning them in the course of lessons and by marking their work and maintaining a range of records. They use their understanding of pupils' abilities to set tasks that are pitched at a general level that is suitable for most pupils. However, most teachers do not use assessment information rigorously enough to plan tasks that closely meet the needs of pupils with different abilities by building carefully on their prior learning. This is unsatisfactory because it results in work that is too easy for some and too difficult for others and so prevents pupils from doing as well as they could.

## The curriculum

The school provides a **satisfactory** curriculum, which is enriched by a **good** range of additional activities. Resources are **satisfactory** but the school's accommodation is **good**.

### Main strengths and weaknesses

- There is good provision to promote pupils' personal development.
- There is a good emphasis on the teaching of basic skills.
- A failure to modify the curriculum means that some pupils do not make the best possible progress.
- There are not enough opportunities for pupils to develop writing skills through links with other subjects.
- A good range of activities and special events enhances the basic curriculum.
- Good accommodation and improved resources help to ensure that teachers meet the requirements of the curriculum.

### Commentary

18. The school provides a satisfactory curriculum for its pupils. The quality and range of learning opportunities for pupils in the Foundation Stage are satisfactory and take account of the early learning goals. Children in the reception classes take part in a wide range of planned and carefully structured activities and experiences, which give them a secure start to their education. Planning for pupils in Years 1 to 6 indicates that all subjects are taught and that there is a clear framework for the development of knowledge, skills and understanding as they move through the school. Arrangements for pupils with special educational needs are satisfactory. The support they receive enables them to make sound

progress. This is because their work in core subjects is informed by carefully constructed individual education plans and is therefore closely matched to their needs. However, work is not always matched to their precise needs in other subjects, which sometimes prevents them from achieving well. Teachers ensure that all pupils have equal access to the subjects of the National Curriculum and provision for pupils' personal development is good. It includes teaching on diet, health, sex education, drugs awareness, safety and citizenship and is embedded in the school's work. Cross-curricular themes of spiritual, moral and social development are soundly represented, although teachers do not give enough emphasis to some aspects of cultural development.

19. Teachers give good emphasis to teaching the basic skills of English, mathematics, science, ICT and music. This approach has led to a general improvement in standards in these subjects. Consequently, the school is taking steps to develop other areas of the curriculum along similar lines. For example, staff have identified that some subjects, such as geography and history, do not place enough emphasis on the teaching of skills and that this omission leads to gaps in pupils' learning. As a result, the school is already taking steps to address the issue. However, the curriculum is rarely modified to meet pupils' precise needs in some classes, especially in subjects other than English and mathematics. For example, when less able Year 3 pupils complete the same work as more able Year 4 pupils, as they did in one science lesson during the inspection, not all pupils made the progress of which they were capable.
20. Links between subjects are developing well. Where they occur, they make learning more relevant for pupils, but such links are not yet fully embedded in the school's work. For example, pupils increasingly use information technology to support their learning in many subjects, although it is not yet used systematically enough to enable pupils to draft and re-draft their writing. Indeed, there are too few planned opportunities for pupils to apply and reinforce writing skills across the curriculum as a whole. This was a weakness at the time of the last inspection and remains a weakness now.
21. A good range of visits, visitors, activities and special events enriches the curriculum. Visits to local places of interest such as the local church, the Humber bank and Cleethorpes bring pupils' learning to life and add to the quality of provision in geography, history and religious education. Visitors who lead drama workshops and gymnastic sessions inspire and motivate pupils and, in doing so, improve the quality of their learning. The Children Challenging Industry project for older pupils helps establish links with the world of work and a good range of clubs, such as line dancing, football, netball and skipping, extend pupils' interests and provide opportunities for pupils to engage in competitive sport. A school orchestra, which is open to all pupils, provides evidence of the high profile given to music in the school and of the school's commitment to equality of access and opportunity.
22. The accommodation is better than at the time of the last inspection, with improved areas for teaching and learning, a new library and ICT suite and improved office facilities. Nevertheless, some small teaching areas still inhibit practical activities and storage for essential resources remains a problem. Externally, the field and playground areas ensure that outdoor skills, such as in physical education, are given good emphasis. However, in the Foundation Stage, children's physical development is somewhat restricted because they do not have ready access to the outdoor area. Resources for the Foundation Stage are good. In Years 1 to 6 resources are sufficient to meet the requirements of the National Curriculum, but there are particularly good resources for ICT and music.

## **Care, guidance and support**



Standards of care, health and safety are **satisfactory**, although child protection procedures do not meet current requirements. Procedures to support and guide pupils are **unsatisfactory**. The involvement of pupils in the school's work is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' health and safety are secured by comprehensive risk assessments and the arrangements for administering first aid are very good.
- Procedures relating to all aspects of child protection fall short of the required standard.
- Pastoral care is satisfactory, but feedback to pupils does not guide them effectively towards the steps they need to take in order to improve aspects of their work or personal development.
- The supervision of pupils is effective, although staff do not always hear what pupils have to say.

### **Commentary**

23. The school is effective in ensuring that pupils work in a healthy and safe environment. School buildings and grounds are well managed, there are good routines to support security and staff monitor access to school very carefully. Staff successfully promote safe practice in classrooms and play areas. Risk assessments are comprehensive; all staff are conscientious in identifying and minimising potential hazards to pupils and others on the school site. There are very good arrangements for dealing with minor accidents or with pupils who are unwell. The school has very good facilities for administering minor first aid treatments, which are carried out by well-trained staff who conscientiously record all treatments. Nevertheless, pupils with asthma face the physical barrier of central storage and this means they do not always have ready access to their medication.
24. However, the arrangements for child protection do not meet current requirements. In defining the school's policy and practice, governors have not adopted the principles or objectives contained within national guidance and have not been sufficiently vigilant in their monitoring of this important area of the school's work. Members of staff have limited knowledge and expertise in this area because they have not received the necessary training updates or advice. This lapse in procedures is unsatisfactory.
25. Teachers and other adults know the pupils well and standards of informal pastoral care are sound. However, whilst any potentially serious concerns are noted and tracked satisfactorily, there are no arrangements for the regular monitoring of pupils' personal development. Similarly, procedures tracking pupils' progress and for the setting of academic targets for individual pupils are at a very early stage of development. Consequently, the monitoring of pupils' academic and personal development is unsatisfactory because it rarely leads to the co-ordinated support and guidance necessary to empower pupils to know exactly what they need to improve and how best to do so.
26. Supervision at playtimes and during the mid-day break is generally good, as is liaison between teaching and lunchtime staff. The climate of respect between pupils and staff facilitates useful communication and results in most pupils reporting that they have an adult to turn to with their concerns. However, some pupils commented that lunchtimes did not always run smoothly because

playground rules are not implemented consistently and the resolution of issues between pupils is sometimes too slow. This illustrates the fact that, whilst the school has satisfactory arrangements for sampling and acting upon pupils' opinions on an occasional basis, aspects of the school's work could be improved if pupils had a more regular forum in which to air their views.

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

Links with parents are **satisfactory**. The school has **effective** links with the community and with other schools.

### **Main strengths and weaknesses**

- Many parents are happy with the school and support it in important ways.
- The range of information provided has increased to a good level.
- The quality and content of some of the information provided is unsatisfactory.
- The school maintains beneficial relationships with other schools and the local community.

### **Commentary**

27. From a limited response to the parents' questionnaire and discussions with parents before and during the inspection, parents express high levels of satisfaction with many aspects of the school. Parents responding to the questionnaire appreciate the standard of their children's work and the help they receive to become independent and mature. Parents in return positively support their children's learning by ensuring they attend regularly and complete homework tasks.
28. The school has addressed issues raised by its previous inspection satisfactorily, with the result that the range of information that parents receive has improved. The improved style and content of progress reports gives parents a clearer view of what their children know, understand and can do. A stronger commitment from staff to encouraging parents to play an active role in their children's education is reflected in the helpful termly briefing notes. A more relaxed presentational form has encouraged many parents to respond to efforts to engage with them more fully.
29. However, although the school has responded well to requests for more information, the quality of some of the school's communications remains unsatisfactory. Important documents such as the school brochure and the Governors' Annual Report fail to present a complete picture of provision, for example for the youngest pupils and especially for those with special educational needs. These documents also omit items of information required by law. These omissions serve to distance some parents because they do not know how to proceed when concerns arise. Consequently, invitations to meetings or consultation evenings, such as those held by the governing body, still evoke a poor response and a minority of parents remains unaware of the school's aims for a working partnership and some do not participate as fully as they could. This leads to misunderstandings and a degree of friction between the school and a small number of its parents who find they do not know enough about what the school sets out to do. Furthermore, school is not 'cashing in' on parents' willingness to help it improve.

30. Links with other schools and settings are good. A number of useful projects undertaken by staff with secondary schools increase pupils' learning in science and mathematics. Liaison with the village pre-school group helps new children find a familiar face in the playground. Good links are established with the community, notably with the Stanford Trust. Its members help with social activities and with the provision of learning resources as well as providing pupils with insights into local culture and heritage. Pupils are linked in with numerous organisations in the wider community and immediate resources, such as rivers and the coastal environment, are used well. These, along with visits to places of interest, contribute well to the standards children achieve.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are **satisfactory**.

### **Main strengths and weaknesses**

- Difficulties outside the school's control have slowed the rate of improvement.
- The experienced headteacher is successfully leading the drive to raise standards.
- The school management group is improving school self-evaluation but planning for school improvement is not systematic enough.
- Monitoring procedures are not rigorous enough to secure consistent practice from all staff.
- The governing body knows the school's strengths and weaknesses well but does not fulfil all of its statutory duties.
- Finances are well used so the school makes the most of the money it has.

### **Commentary**

31. Difficulties outside the school's control have slowed its rate of improvement. Since its last inspection, the school has had to cope with the impact of prolonged bouts of absence by senior members of staff and has also had to manage a large-scale building project. The school had to use a succession of temporary teachers and, as a result, pupils' progress over time deteriorated. At the same time, other senior staff had to take on additional responsibilities and the resulting heavy workload meant that the school lost some of its momentum and sense of purpose. However, this period of disruption is now over and the school is, once again, heading in the right direction.
32. Now that she is back at the helm, the headteacher is providing sound leadership. She is a caring, experienced and committed leader. She has accurately identified some of the school's current weaknesses and has begun to take action to overcome them. Under her leadership, good relationships are evident among staff and pupils, levels of inclusion are satisfactory and the atmosphere in school is very positive. The headteacher has the support of all staff and they are keen to make the school successful. Staff and governors have been consulted to determine the school's priorities and all understand some of what the school needs to do to improve.
33. Senior staff, including the deputy headteacher, work together effectively in order to drive up standards. The work of the school management group is helping to identify what the school must do next in order to improve. However, the school's arrangements for evaluating its own performance, though satisfactory, still require some improvement. At present, subject leaders are not fully involved in the process. They are not given the time or resources to monitor effectively and, consequently, planning for school improvement is neither thorough nor systematic enough. Current development planning is an

amalgamation of subject leaders' annual audits and of other priorities identified by the management group. The school development plan lacks coherence because audits and action plans vary in style and in quality. It does not clearly identify the school's key development targets or set in place the steps necessary for achieving them. As such, it is not an effective tool for improving the quality of education that the school provides.

34. Furthermore, there are no systems for ensuring that staff approach current priorities or apply policies consistently. For example, the headteacher analyses pupils' performance in the national tests, but there are no whole school approaches for using performance data to overcome identified weaknesses. For example, all teachers know that improving pupils' writing is a current priority. However, there are considerable differences in the ways in which individual teachers mark pupils' written work and in the range and quality of opportunities that teachers provide for writing in other subjects. This inconsistency of approach reduces the impact of school improvement initiatives. Similarly, the setting of individual targets for pupils is at an early stage of development but, because its use by teachers is inconsistent, it has yet to make an impact on standards. The response of individual teachers varies because senior staff do not follow up the outcomes of monitoring rigorously enough to secure consistent practice throughout the school.
35. The governing body provides satisfactory support for the headteacher. Governors have a good understanding of the school's strengths and weaknesses and support staff effectively through their links with specific subjects. They monitor the budget conscientiously but have not been vigilant enough in ensuring that child protection procedures and the content of information for parents comply with statutory requirements. The governing body still relies too heavily on the headteacher for information. It is not yet rigorous enough in checking aspects of the school's work and in holding the school to account for what it achieves. As a result, it does not challenge the headteacher and management group enough to be instrumental in shaping the school's future direction. However, governors are steadily becoming more assertive in this respect and are more involved than they were in the work of the school.

## Financial information

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

Income and expenditure		Balances (£)	
Total income	604,311.00	Balance from previous year	52,277.00
Total expenditure	632,903.00	Balance carried forward to the next	23,685.00
Expenditure per pupil	2,775.91		

36. Regular monitoring of spending patterns ensures that the school's finances are used to benefit pupils. Principles of best value are soundly applied and the governing body is committed to ensuring that all funds are wisely spent. The new secretary is working hard to familiarise herself with administrative procedures and already ensures that the school runs smoothly and that day-to-day financial management does not impinge on teaching and learning. Financial control is satisfactory. In relation to its social and educational circumstances and to the standards that pupils achieve by the end of Year 6, the school provides satisfactory value for money.

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

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

Provision for children in the Foundation Stage is **good**.

37. Children's attainment on entry to school varies slightly from year to year and is average overall. In the current year group, the children entered the reception/Year 1 classes in September with a very wide range of abilities. Children's achievement in the Foundation Stage is good because teaching is consistently good and the children are actively involved in stimulating activities that successfully extend their learning. As a result, almost all are on course to attain or exceed the early learning goals for children of their age. Teachers and teaching assistants regularly assess and record children's attainment. This information is used satisfactorily in identifying children's development and learning needs and in planning for particular groups of children. Children with special educational needs are consistently encouraged and supported so that they make satisfactory progress towards their individual targets. Resources are good and, despite the cramped classrooms and working areas, the teachers and teaching assistants work as an effective team to promote children's achievement in all areas of learning.

#### **Personal, social and emotional development**

Provision in this area of learning is **good**.

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

- Staff value each child's efforts and very effectively boost their self-esteem.
- Good teaching motivates children to do their best and makes learning fun.
- Children respond well to teachers' high expectations.

#### **Commentary**

38. The teachers and teaching assistants ensure that each child feels included and valued in school. Parents meet the class teachers, teaching assistants and headteacher and children visit the reception/Year 1 classrooms before they start school. In addition, a teacher visits the local pre-school group and ensures that she is aware of each child's particular needs. These arrangements promote a smooth transition into school. The teachers ensure that the reception/Year 1 classes are welcoming and classroom systems are firmly established. As a result, all children grow in assurance in their approach to activities and daily routines.
39. The quality of teaching is good. Consequently, children achieve well and many are on course to exceed the early learning goals for children of their age. The teachers plan topics that help children to reflect on their homes and families. Such arrangements extend children's self-knowledge and awareness of others. Staff give lots of individual praise and encouragement so that the children are very well motivated to do their best and feel pride in what they have achieved. The teachers involve children in a satisfactory range of activities and children are very keen to participate because staff ensure that they see learning as fun. They settle very quickly to tasks and concentrate hard for short periods, when working with an adult

or independently. However, children do not have sufficient opportunities to make decisions and select activities for themselves in the course of each day.

40. The teachers and teaching assistants have high expectations of children's involvement and behaviour. The successful teamwork between the adults in the reception/Year 1 classes gives the children an effective model of co-operation. Staff consistently reinforce the classroom standards so that children understand what is expected of them. Children respond promptly to instructions and enjoy clearing away equipment. Almost all children readily share and take turns and handle books and equipment carefully. They behave sensibly in the classrooms and when they join the school for assembly.

### **Communication, language and literacy**

Provision in this area of learning is **good**.

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

- Children regularly engage in activities that successfully promote their communication skills.
- Children make good progress in learning letter sounds and developing early reading and writing skills.

#### **Commentary**

41. The quality of teaching is good in this area of learning. The teachers and teaching assistants frequently engage children in conversation. In the course of activities, such as examining outdoor equipment and recalling their visit to the local playground, staff ask well-directed questions and seize upon opportunities to extend children's vocabulary and promote their speaking and listening skills. As a result, children make good progress in attaining and often exceeding the standards expected for their age.
42. The teachers successfully implement a programme of lively early reading and writing activities. From the outset, children take books and simple activities to share at home. Children enjoy associating sounds and letters. They make good progress in recognising familiar words so that almost all children are on the initial stages of reading and a minority of children exceed this standard.
43. From their earliest days in school, children have opportunities for meaningful mark-making and so they make good progress in understanding that writing conveys meaning. Almost all children attain the average writing standard for their age. They write their own names and most write simple words or phrases independently. About a third of children exceed this standard. They regularly form simple sentences and sometimes use punctuation.

### **Mathematical development**

Provision in this area of learning is **good**.

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

- Children actively participate in activities that successfully promote their counting and calculation skills.

## **Commentary**

44. The quality of teaching is good because the teachers are clear about what they want the children to learn and sessions are purposeful. Children make good progress and develop a secure sense of number, order and sequence through regular counting routines. The teachers plan practical activities, such as playing dominoes with large sponge sets, which encourage children to practise their skills and see learning as fun. They regularly join in lively number songs which successfully reinforce their learning. The teachers and teaching assistants have high expectations of children's application and in the course of activities they consistently check and build on individual children's mathematical skills. Children achieve well and almost all attain the early learning goals in mathematical development, with about one third exceeding these standards in counting and calculating.

## **Knowledge and understanding of the world**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- Children participate in a good range of practical activities that successfully extend their knowledge and understanding of the world.
- Stimulating visits in the locality successfully boost children's curiosity and promote learning.

## **Commentary**

45. The quality of teaching is good with the result that children achieve well and are on course to attain or exceed the expected standards in this area of learning. The children successfully gain competence with computers and ICT resources. They confidently use a satisfactory range of simple computer programs in their classroom and the computer suite. Teachers also ensure that they have access to equipment such as a digital camera to support their work in all areas of learning.
46. The children successfully explore the properties of a wide range of materials, including clay and dough, by handling and working with them. They examine seeds with the help of a magnifying glass, plant them and watch them grow. These activities, and others such as seasonal walks in the school grounds and visits to wildlife trails farther afield, successfully promote the children's investigative skills and their interest in the natural world. Visitors successfully bring to life children's learning. For example, children make good gains in learning about the past when a local resident comes in to talk about aspects of her childhood that link with a current topic, such as 'toys'.

## **Physical development**

Provision in this area of learning is **satisfactory** overall and aspects are good.

### **Main strengths and weaknesses**

- There is a good range of resources to promote children's manipulative skills.
- The school hall provides good opportunities for children to develop their physical skills but opportunities to use the outdoor area are limited.

## **Commentary**

47. Teaching is satisfactory overall in this area of learning and children attain satisfactory overall standards. The children move safely and confidently in and around the classrooms. The teachers and teaching assistants consistently encourage children to be independent. For example, they change for physical education sessions with a minimum of adult help. Children have regular opportunities to use a good range of mark making resources and equipment such as jigsaws, construction materials and simple tools, including scissors. They demonstrate average dexterity for their age.
48. The children have regular physical education lessons in the school hall. Teaching is good in this aspect because teachers have high expectations and activities are challenging. The children enjoy noticing changes that happen to their bodies when they are active. Most children use the space well and many show above average control and co-ordination as they travel around, under, over and through benches. However, children's achievement is limited because they do not have ready access to the outdoor area. This limits their opportunities for vigorous and imaginative play and learning.



## **Creative development**

49. There was insufficient evidence to make judgements about the quality of teaching, children's achievements or the standard that they attain. However, it is evident that children have regular opportunities to paint, stick, engage in imaginative play, explore sounds and make music. They enjoy the opportunity to create their own sculpture, after examining the work of a craftsman. They join in enthusiastically to a good repertoire of action songs, which often reinforce counting skills.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **English**

Provision in English is **satisfactory**.

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

- Standards in reading and writing are rising.
- A wide range of strategies is improving pupils' speaking, listening, reading and writing.
- Teaching and learning are good in Years 5 and 6.
- Teachers do not use assessment systematically enough to match work to pupils' needs.
- The co-ordinator is not fully effective.
- Literacy skills are not emphasised enough in other subjects.

#### **Commentary**

50. In the most recent national tests for pupils at the end of Year 2, pupils' results in reading were above the national average and the average for similar schools, but standards in writing were below average. Inspection findings for pupils currently in Year 2 indicate that standards in reading are still above average but that standards in writing have improved and are now close to national levels. Almost all pupils currently in Year 2 are set to attain or exceed the nationally expected standards for their age. The proportion of pupils on course to attain above average standards in both reading and writing is considerably higher than it was in 2004. Pupils' scores in English at the end of Year 6 were in line with the national average and the average for similar schools in 2004. Inspection evidence indicates that, although average overall, standards are also rising in Key Stage 2. In the current Year 6 groups, more pupils are on course to attain the above average standard than in 2004. Most pupils make at least satisfactory gains in learning in all areas of the subject as they move through the school. However, pupils who are currently at the end of Key Stage 2, including those with special educational needs, have achieved well in relation their below average standards when they were in Year 2. The school tracking records substantiate these findings.
51. Teachers place a satisfactory emphasis on the development of speaking and listening skills, especially when they question pupils and ask them to explain their ideas. As a result, many pupils talk and listen confidently by the time they leave the school. Nevertheless, other strategies to develop pupils' ability to speak with assurance require further development. For example, teachers do not use 'talking partners' consistently enough in English lessons or in other subjects. Role-play, drama and debate as means of promoting spoken language are insufficiently employed. The development of pupils' reading and writing skills has a high profile. Pupils learn to read with fluency, accuracy, understanding and expression through a range of successful approaches, which include individual, whole class and teacher-led group reading sessions, and much good support from home. Pupils' library and reference skills are better than they were at the time of the

last inspection because the school has greatly improved its library facilities and now gives specific time for pupils to learn how to locate and use the library books effectively. During literacy lessons, pupils write for a wide range of purposes. These include letters, instructions, poems, book reviews, stories and newspaper reports. When writing stories, they consider plot, characters and the structure of their writing. Teachers have worked hard to ensure that pupils understand and use correct basic sentence structure and punctuation, which is why overall standards in writing have risen. However, pupils rarely write or improve stories by using ICT in the drafting and re-drafting process.

52. Teaching and learning are satisfactory and there is some good teaching in both key stages, most notably in Years 5 and 6. Features of good teaching include a confident approach based on secure subject knowledge, good questioning of pupils, a brisk pace, high expectations and good relationships, all of which promote effective learning. As a result of these positive features, pupils achieve well and have good attitudes to learning. However, there are weaknesses and inconsistencies in teaching which detract from the quality of pupils' learning as a whole. The quality of teachers' marking of pupils' work is unacceptably varied. Whilst most marking acknowledges pupils' efforts, there are few comments to lead them towards the next step in their learning. Similarly, there is evidence of the overuse of worksheets, some of which are insufficiently challenging to extend learning, especially for higher attaining pupils.
53. However, the most important weakness relates to teachers' use of assessment information in their planning. The headteacher analyses the results of National Curriculum tests in order to assess pupils' levels of attainment and to track their progress from year to year and class teachers make termly assessments to update their records. These arrangements are satisfactory, but teachers are not making the best use of the information they have to plan the next stages of learning for pupils. Although teachers often set work at different levels of difficulty, they do so on the basis of a general appreciation of pupils' abilities rather than on information on their current attainments. Consequently, there are times when work is not matched accurately to pupils' capabilities or emerging needs and so does not promote effective learning. Most pupils now have targets to help them improve but, because this is a new initiative, many pupils do not know them well enough and they are yet to impact on standards.
54. An experienced teacher, who is keen to drive up standards, leads the subject satisfactorily. However, checks on teaching and learning through lesson observation and a scrutiny of pupils' books are not rigorous enough to help her identify what works well and what needs doing. As a result, her leadership is not fully effective.

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

55. Teachers do not provide enough opportunities for pupils to write as part of their work in other subjects. This was a weakness at the time of the last inspection and remains a weakness now. In subjects such as religious education, geography and history, there are too few examples of pupils' own extended writing, and too much copying, which restricts progress. The use of literacy skills across the curriculum has been identified for development and this is needed to help raise standards further.

### **French**

Provision in French is **good**.

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

- Teaching and learning are good.
- Pupils respond well because they enjoy learning French.

- The provision of French lessons enriches the curriculum and adds to pupils' cultural development.

### **Commentary**

56. Most pupils in Year 4 are making good progress. After just over two terms, they already understand a variety of everyday classroom and other familiar instructions, statements and questions and respond readily to what they see and hear with short, simple but accurate answers. They introduce themselves, give their age, where they live and talk about things they like and dislike. They can count to twenty, name the days of the week and name a range of animals and colours. They sing simple French songs and participate in games conducted in French.
57. Pupils are learning well because teaching is good. Lessons proceed at a brisk pace and are conducted largely in French. The teacher has a good grasp of basic French. She speaks clearly, confidently and accurately and the quality of her spoken French presents a good model for the pupils to follow. Lesson planning is effective. Lessons contain a good range of activities which keep pupils interested, active and involved. As a result, pupils respond well. They enjoy their weekly French lessons because the teacher makes learning fun.
58. This new initiative is less than a year old and is benefiting the pupils who are involved. The provision of French lessons enriches the curriculum as a whole. These lessons bring pupils into contact with a whole new culture and, in doing so, contribute to their personal and social development. Pupils who already experience difficulties with some aspects of their learning get a 'fresh start' with French. The opportunity to succeed alongside their more able peers builds self-esteem and promotes a positive response to learning in general. Learning French also lays firm foundations for the secondary phase of pupils' education because it provides pupils with enjoyable experiences that encourage positive attitudes to foreign language learning.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Years 1 and 2 are rising.
- Pupils' achievement is good by the end of Year 6.
- Pupils have very positive attitudes to their work in mathematics.
- Some teachers do not use assessment information thoroughly enough in planning work for pupils with different capabilities.
- The monitoring of teachers' work in mathematics has not been thorough enough to ensure consistently good practice throughout the school.

### **Commentary**

59. In the 2004 national tests for seven-year-olds, pupils' attainments were below the national average and below the average for similar schools. Although most pupils attained the nationally expected level, many pupils' results were at the lower end

of the average band and too few attained a higher standard. Inspection evidence indicates that pupils' achievement is satisfactory and standards are rising. Standards are now in line with schools nationally and a greater number of pupils are set to attain the above average level. In the 2004 national tests for 11-year-olds, pupils' results were average. In the current Year 6, these standards are being maintained with a similar proportion as last year on course to attain or exceed the average standard. This represents good achievement for these pupils compared with the standards that they attained when they were seven-year-olds.

60. The overall quality of the teaching of mathematics is satisfactory. Good teaching is raising standards in Key Stage 1 and promoting good progress and achievement in Years 5 and 6. However, there are inconsistencies in the methods and approaches that teachers use. Throughout the school, most teachers' subject knowledge is secure and teachers are clear about what they want pupils to learn in the course of lessons. They usually share these aims with the pupils so that lessons are purposeful. In Years 5 and 6, lessons are very sharply focused, teaching points are clearly made and reinforced and pupils make good progress in learning but this is not always the case in other classes. Lessons often start with lively mental agility work, although in some Year 1/2 and 3/4 classes this work is neither brisk nor challenging enough to engage pupils' interest or improve their numeracy skills. Some teachers make use of a brief session at the end of the lesson to check pupils' understanding, reinforce their learning and promote their achievement but in other classes this activity does not routinely take place. This degree of inconsistency is unsatisfactory because it means that pupils do not always make the progress of which they are capable.
61. A consistent feature of lessons is teachers' ready praise and support for their pupils. They very successfully encourage pupils to be attentive and work hard, even when they are not directly supervised. Their very good attitude to work effectively improves pupils' concentration and the overall quality of their learning. Pupils with special educational needs receive sensitive support so that they are actively involved in lessons and make satisfactory progress towards the targets in their individual education plans.
62. Procedures for assessment are satisfactory, but most teachers do not use assessment information systematically enough when planning the next stages of pupils' learning. Throughout the school, teachers regularly assess and record pupils' attainment. Teachers in Years 5 and 6 use this information effectively to set work that challenges pupils of all abilities so that they achieve well. However, this is not consistently the case in the Year 1/2 and 3/4 classes, where some teachers do not consistently plan work that builds directly on what pupils know, understand and can do. This is unsatisfactory because there are times when tasks do not challenge or are too difficult for pupils. This limits pupils' learning and the progress that they make. Teachers mark pupils' work regularly but they do not consistently use marking to help pupils to overcome identified weaknesses and enable them to understand how well they are learning.
63. The subject co-ordinator is doing a satisfactory job in leading and managing developments in mathematics. He has been aware of the need to raise standards and so all staff have undertaken a range of training. Working with the headteacher,

he has been involved in analysing pupils' progress. Information from this analysis is being used in setting targets for the raising of attainment and to direct additional support to pupils. As such, it is beginning to improve pupils' achievements. However, as yet, the monitoring of teachers' work in mathematics has not been thorough enough to ensure consistently good practice throughout the school.

### **Mathematics across the curriculum**

64. Pupils reinforce their mathematical understanding satisfactorily through work in other subjects. In science they take measurements, for example of plant growth, and in ICT they use their skills effectively to present information on a range of graphs, charts and spreadsheets.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards are rising.
- Teachers give good emphasis to teaching investigative skills.
- Teachers do not routinely match work to the needs of pupils with different abilities.
- Very good teaching in Years 5 and 6 improves pupils' progress.
- The monitoring of science is not rigorous enough.

#### **Commentary**

65. The school's previous inspection reported above average standards in science throughout the school. Since that time, the school has suffered a period of disruption in leadership and in staffing that caused standards to decline. The low point in Key Stage 1 came in 2004, when standards were well below average and the average for similar schools. However, inspection evidence indicates that pupils currently in Year 2 are on course for considerably higher standards this year. In Key Stage 2, the national tests in 2004 brought a rise in standards from the well below average levels of the preceding year and inspection evidence indicates that these improved standards are being maintained. In both key stages, standards are now firmly in line with schools nationally and with similar schools. Almost all pupils are on course to attain or exceed the nationally expected standard for their age. Pupils' progress and achievement are satisfactory in Years 1 and 2. Pupils currently in Year 6 are achieving well. They have made good progress from below average standards in Year 2. Pupils with special educational needs achieve satisfactory standards in relation to their prior attainment and to the difficulties that they face.
66. Teaching is satisfactory overall. Throughout the school, teachers manage pupils effectively. They insist on good standards of behaviour that result in conditions in which effective learning can take place. They plan interesting activities that interest pupils and motivate them to learn. Their coverage of the curriculum is balanced and systematic and they give a good emphasis to teaching the skills of scientific investigation. This approach improves the quality of pupils' learning. Teachers evaluate pupils' attainment regularly. However, their use of assessment in planning for pupils with different capabilities is unsatisfactory. In Years 1 to 4

teachers rarely modify tasks to meet the needs of pupils with different abilities, other than by their ability to write. In many lessons, all pupils undertake the work with the same scientific content. This lack of specific planning results in tasks that are too easy for some and too difficult for others and so prevents both higher and lower attaining pupils from doing as well as they could.

67. However, this is not the case in the Year 5/6 classes. In these year classes, teaching and learning are very good. Teachers work as a team so that pupils benefit from teachers' very good subject knowledge and understanding. Teachers have very high expectations of their pupils. They use information from on-going assessments effectively to set challenging tasks and to match work to pupils' prior attainments, which results in good progress for all, including those with the potential for higher levels of attainment. Teachers' planning is very effective because it makes links with subjects such as mathematics and ICT which add to the quality of pupils' learning and improve the progress that they make.
68. Subject leadership is satisfactory. The tracking of assessment data and the periodic sampling of pupils' work gives the science co-ordinator a view of current standards and of some of the strengths and weaknesses in current practice. However, recent monitoring has not been regular enough or sufficiently rigorous to eliminate inconsistencies and to secure best practice throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- By the time pupils leave the school, standards in ICT are well above those normally expected of 11-year-olds.
- Thorough staff training has improved the overall quality of teaching and learning.
- Pupils have very good attitudes to ICT; levels of confidence and independence are high.
- Curriculum leadership is extremely effective.
- The use of ICT across the curriculum is developing well.

### **Commentary**

69. By the end of Year 2, most pupils attain the nationally expected standard in all aspects of ICT, although pupils' levels of confidence and competence in using ICT are above average. Pupils' progress and achievement are good in Years 1 and 2. However, pupils' progress accelerates in Years 5 and 6 because teaching and learning in upper Key Stage 2 are very effective and the use of computers and other devices becomes a very regular part of pupils' experience. Consequently, by the end of Year 6, standards are well above those normally expected of 11-year-olds. This is an improvement on standards reported by the school's previous inspection. By the time they leave the school, pupils have very good ICT skills. They use computers and other devices efficiently, both in ICT lessons and as tools to aid their learning in other subjects. In this challenging environment, pupils with special educational needs receive effective support so that they also succeed and make good progress alongside others in the class.

70. Overall, teaching and learning in ICT are good and, at times, very good or excellent, especially in Years 5 and 6. Teachers have successfully undertaken a wide range of training and received regular advice and support from the subject leader. Consequently, their subject knowledge and understanding are good. As a result, they are competent and self-assured when teaching ICT. Their explanations are clear and accurate and they demonstrate new skills and techniques well and as a result pupils learn effectively. They make good use of projection equipment and interactive whiteboards to engage pupils' interest and involve them in the lesson. Once pupils are at work, teachers have the necessary skills to 'trouble-shoot' effectively, ensuring that little time is lost and that the pace of learning is brisk.
71. Teachers throughout the school successfully establish good patterns of behaviour and very sensible approaches to work. Pupils share equipment co-operatively and collaborate very well, giving each other constructive help and advice. In Year 5/6 classes, teachers have established an outstanding work ethic. Pupils are confident, self-motivated and thoroughly enjoy pitting themselves against challenging and complex tasks. Much of pupils' work in ICT comes through other subjects. Tasks are relevant and pupils' very positive response draws on their enthusiasm for the topic in hand. For example, in the Year 5/6 science lesson on separating mixtures, the pupils decided that they needed to use the computer microscope as part of their investigation. They had the necessary skills and understanding to set it up, link it to a digital camera and to program a series of time-lapse photographs as a means of recording their work, all without help from the teacher. They put energy, thought and effort into what they were doing. Pupils' keenness to be actively involved and their confidence in solving problems independently improved their learning considerably.
72. Teaching and learning are improving rapidly because subject leadership and management are outstanding and the curriculum for ICT is very good. Pupils learn well because the school has greatly improved its resources and facilities for teaching ICT during recent years. The school now has the necessary programs and equipment to teach the ICT curriculum thoroughly. Furthermore, pupils have regular access to computers and there are planned opportunities to use a good range of ICT equipment, including programmable toys, sound recording equipment and a digital camera and camcorder. The subject leader has been tireless in his work. He has planned very thoroughly for these developments to the curriculum. He provides very good levels of 'in-house' training and support for teaching and support staff alike. He has improved guidance for staff and has introduced procedures for assessing and recording pupils' attainments. His energy and enthusiasm for ICT serve as an inspiration for all staff. He has begun to monitor teaching and learning in order to check that all elements of the ICT curriculum are taught and to ensure that staff make good use of ICT across the curriculum as a whole. This very well conceived programme of curriculum development has been at the heart of the school's success in raising standards.

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

73. Pupils' use of ICT across the curriculum is good, but this aspect of the work is set to improve as teachers become more familiar with the revised curriculum. However, links with literacy are very good. Pupils already use ICT to present

written work, to communicate with others by e-mail or through quite complex presentations and to enter and edit text. Other applications of ICT include:

- producing graphs and charts in science and mathematics using information-handling programs;
- using the Internet as a source of information for history, geography and religious education lessons;
- programming the floor 'robot' or the screen 'turtle' to reinforce directions, turns and data handling in mathematics;
- using graphic modelling programs to design imaginary classrooms and other locations;
- using creative tools to make pictures and patterns or to design greetings cards;
- using devices such as listening centres, digital cameras, camcorders, digital microscope.

## HUMANITIES

74. **History** and **geography** were not included in the main focus of the inspection. Inspectors saw one history lesson, but no geography lessons were observed. As a result, inspectors are not able to make judgements about provision, standards and achievement in all these subjects. However, the scrutiny of pupils' completed work indicates that the development of literacy skills is given too little emphasis in both subjects. Furthermore, tasks are rarely matched to pupils' precise needs and, in some classes, there is unnecessary copying and colouring which do not extend pupils' understanding.

### Religious education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- Pupils attain satisfactory standards, but their progress over time varies from class to class.
- Christianity is well represented in the curriculum, but work on other religions receives little emphasis, other than in Years 5 and 6.
- Assemblies make a satisfactory contribution to religious education and to pupils' personal development.
- Links with other subjects, especially literacy, require further development.
- The subject is well led and there are clear plans to move it forward.

75. Standards in both key stages are in line with those set out in locally agreed guidelines. However, although satisfactory overall, pupils' progress and achievement over time vary from class to class. In Years 1 and 2, pupils make sound progress in developing knowledge and understanding of Christianity. For example, Year 1 pupils know the Easter story and Year 2 pupils understand that prayer is an opportunity to talk to God. By the time pupils reach Year 5/6, they use their developing knowledge of Christianity to identify important events in their lives and to compare the tenets of Christianity with those of other world faiths. However, work about other religions is given less emphasis in other years and so prevents the subject from making a significant contribution to pupils' cultural development.

76. Teaching and learning are satisfactory, although special events and imaginative projects enhance the curriculum and add to pupils' interest. For example pupils in Key Stage 1 recreate a wedding ceremony at Laceby church, which brings learning to life for them.



Similarly, pupils in upper Key Stage 2 respond well to the challenge of bringing religious significance to 'pop' songs by changing the lyrics. However, work in the books of pupils in Year 3/4 classes indicates that there are unsatisfactory features in teaching and learning. Work in these classes is not matched to pupils' needs. Able Year 4 pupils often complete the same work as less able Year 3 pupils and much work is copied. This restricts pupils' progress and prevents them from achieving well.

77. Assembly themes such as 'believing', often presented enthusiastically by representatives of local churches, enable pupils to learn about and from religion. This is because they apply stories from the life of Jesus to pupils' own lives. Through discussions held during religious education lessons and circle time, which is held regularly in most classes, pupils consider a wide range of issues, which contribute to their understanding of religion. Pupils learn about the importance of courtesy, care and consideration for others. As a result, the subject makes a sound contribution to pupils' personal development.
78. The curriculum for religious education is satisfactory and visits, visitors and special events enhance pupils' experience. Links with other subjects such as history and ICT are evident, but require further development. Some projects, such as that which requires older pupils to write the story of Saul as a newspaper report, reinforce pupils' writing skills. However, teachers generally give too little attention to the development of literacy through pupils' work in religious education.
79. The subject is well led and there are clear plans for its further development. For example, the co-ordinator knows that teachers do not assess pupils' progress consistently as they move through the school and has introduced plans to put this right. The monitoring of lessons she has undertaken has helped her identify what works well and what needs doing, but this is not yet consistent throughout the school.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Inspectors observed four lessons in art and design, design and technology, music and physical education. They also examined pupils' completed work, attended assemblies and talked to pupils about aspects of their work. However, there is insufficient evidence to make overall judgements about provision, standards or the quality of teaching and learning in these subjects.

### **Main strengths and weaknesses**

- Music plays an important part in the life of the school and enhances the overall quality of the curriculum.
- Teachers' use of assessment is unsatisfactory.
- These subjects make a significant contribution to pupils' spiritual, moral, social and cultural development.

### **Commentary**

80. The school has a well-resourced music room and pupils have regular opportunities to compose, perform and listen to music. At the moment, the school is involved in an initiative which enables all Year 4 pupils to learn the cello. This is successfully broadening the musical experience and skills of those involved. In the course of the year pupils have opportunities to play in the school orchestra and sing in the choir. These are run by the skilled and experienced co-ordinator, who prepares the pupils for assemblies, concerts and church services as well as participation in

inter-school festivals, entertaining local residents and fund-raising events. In addition, pupils have opportunities for tuition on a very wide range of instruments, including woodwind, brass, strings, drums and keyboard. These activities, along with visiting music workshops and demonstrations, successfully boost pupils' interest in the subject and add to the overall quality of the curriculum.

81. Arrangements are in place to assess and record pupils' progress at the end of art and design, design and technology and music topics. However, teachers do not consistently use the information from assessment to plan work for pupils of different capabilities. In most lessons, all pupils complete the same activity, because teachers do not rigorously match the tasks to pupils' prior attainment. This limits teachers' capacity to challenge and extend individual pupils' learning fully.
82. By giving pupils an appreciation of the beauty and diversity of music and art from around the world and the understanding that choirs, orchestras and sports teams need commitment and teamwork in order to succeed, the creative, aesthetic, practical and physical subjects make a significant contribution to pupils' spiritual, moral, social and cultural development.

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

### **Commentary**

83. It was only possible to observe one lesson in this subject and so no judgements can be made about overall provision. However, the school sees pupils' personal development as an important part of its work. Every class has timetabled PSHE lessons or circle time<sup>5</sup>. The programme of work includes teaching on diet, health, sex education, drugs awareness, personal safety and citizenship and effective links with physical education, science and design and technology ensure that pupils develop a safe and healthy lifestyle, gain confidence and learn how to interact positively with others. Aspects of citizenship form a satisfactory part of the school's overall planning. Religious education gives pupils an understanding of the beliefs of those who follow other faiths and pupils begin to learn how to respect the feelings of others and the differences between people. Staff promote pupils' spiritual, moral, social and cultural development satisfactorily (see **attitudes, values and other personal qualities** – above).

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<sup>5</sup> Circle time – when younger pupils sit together and share thoughts and feelings or talk about things that are important to or concern them.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
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	3
Pupils' care, welfare, health and safety	4
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
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).*