

INSPECTION REPORT

WINTERINGHAM PRIMARY SCHOOL

Scunthorpe

LEA area: North Lincolnshire

Unique reference number:117753

Headteacher: Mrs J Taylor

Lead inspector: Mr G Bassett

Dates of inspection: 25 - 27 April 2005

Inspection number: 268283

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
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	94
School address:	Winteringham Primary School School Road Winteringham SCUNTHORPE
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Susan Frankish
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Winteringham Primary School is a community village school situated near the River Humber estuary and about eight miles north of Scunthorpe. It is a school smaller than most and nearly all the children live in the village although a few come from further away. The socio-economic status of the area served by the school is slightly less advantaged than the national average. There are 94 pupils (aged 4 to 11 years) on roll (43 girls and 51 boys), nearly all of whom are of white British origin. The school roll has remained fairly constant over the past five years and in 1999 at the time of the last inspection there were 98 children. There are four classes including the reception class of 11 children who all started school in September. No pupils are in the early stages of learning English as an additional language. Two pupils have joined the school and none has left during the past year.

The proportion of pupils registered for free school meals is below the national average but the proportion actually entitled is judged to be broadly average. The proportion of pupils identified with special educational needs (SEN) mainly relates to moderate learning difficulties and is below the national average but there are two pupils with statements and this is above the national average. The school's assessments show that the pupils' attainment on entry into the Reception class covers a wide range of ability but is broadly average. The head teacher was appointed two years ago. The school has recently been awarded an "Activemark" for its development in physical education, "Healthy schools" award and an "Investors in people" award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21500	Mr G Bassett	Lead inspector	Mathematics Information and communication technology (ICT) Design and technology Music
9499	Mr P Darwala	Lay inspector	
22990	Mr C Furniss	Team inspector	English Art and design History Geography Religious Education English as an additional language
30745	Mrs P Thorpe	Team inspector	Science Physical Education Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory, overall and it is steadily improving. Under the good leadership of the head teacher, the school's ethos is good and the staff are committed to providing a caring environment. The pupils' standards have improved and pupils' achievement is now good in the Foundation Stage and in Years 1 and 2, though it is satisfactory overall in Years 3 to 6, where there are weaknesses in writing and information and communication technology (ICT). The attendance is very good and the parents express positive views about the quality of education provided by the school. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the head teacher and the governance of the school are good, and have created a good ethos valued by parents.
- By Year 6, standards are below expected levels in ICT and despite improvements made since the last inspection below average in English.
- The pupils' relationships are very good and their attitudes and behaviour are good.
- Teaching is good in the Foundation Stage and in Years 1 and 2, though satisfactory in other years.
- The pupils' standards in literacy and numeracy are above average in Year 2.
- The leadership and management of mathematics and ICT are unsatisfactory.
- Higher attaining pupils are not always challenged enough.
- The provision for the pupils with special educational needs and those in the Foundation Stage is good.
- The ongoing assessment procedures are not rigorous enough and are inconsistent throughout the school.

The school has appointed a new headteacher since the last inspection in 1999 and considering her time in post and the additional support she has needed to put into place, the improvements have been satisfactory. The school has dealt with most of the issues raised at that time. With the improvement in the leadership and management of the school the teaching has improved with more lessons now being good or better. The pupils' standards and achievement have improved and the downward trend in the school's performance has been halted. The role of the subject leaders has improved but there are still weaknesses in the leadership and management of mathematics and ICT. The standards in ICT are now below expected levels. Long term assessment procedures are now good but the ongoing assessments are inconsistent and unsatisfactory.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory, overall. The pupils with special educational needs achieve well and attain standards appropriate for their abilities. The children enter the Reception class with standards broadly in line with expected levels. Most achieve well and are on course to exceed the expected learning goals in literacy, numeracy and in their social, personal and emotional development, as well as reaching the goals set for them in the other areas. Currently, the achievement of the pupils in Years 1 and 2 is satisfactory overall and standards are above average in reading, writing and mathematics and average in science by the end of Year 2.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	D	D
Mathematics	D	B	C	B
Science	E	A	B	A

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

schools are those whose pupils attained similarly at the end of Year 2. These results must be viewed with caution as the cohort was very small and this makes comparisons very unreliable.

The results of the national tests for 2004 for Year 6 show that the pupils' standards were below average in English because the proportion reaching the higher Level 5 was below average. Nevertheless, despite the small year group and the high proportion of pupils with special educational needs, the performance in all three subjects in 2004 continued the upward trend in improvements since the last inspection when standards were well below average. Currently the standards in Year 6 are below average in English and broadly average in mathematics and science. These standards in all three subjects are lower than they might be because the higher attaining pupils are not challenged well enough. In religious education, standards are broadly as expected throughout the school and the pupils achieve satisfactorily. The pupils' standards in ICT are broadly as expected in Years 1 and 2 but are below in the other year groups. It is not possible to make judgements on the standards reached in the other subjects because too few lessons were seen because of timetable arrangements.

The pupils' personal development, including their spiritual, moral, social and cultural, development is good. Their attitudes and behaviour are good in and around the school. Attendance is well above average and pupils arrive punctually.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching throughout the school is satisfactory overall but good in Years 1 and 2 and in the Foundation Stage. Most of the teachers make good provision for the pupils with special educational needs but in some classes the higher attaining pupils are not always sufficiently challenged. There are good arrangements at the end of each year to formally assess and track what each pupil can do in English, mathematics and science. However, the records that the teachers keep of each pupil's ongoing progress are inconsistent, and do not help teachers to plan work that is well matched to pupils' differing levels of attainment, or help pupils to know what they need to do to improve. The curriculum is good in the Foundation Stage and satisfactory in the other classes. The accommodation and resources are satisfactory but there is no secure outdoor area for children in the reception class. There are effective procedures to ensure pupils' care, welfare, health and safety and all pupils receive satisfactory support and guidance. The links with parents, other schools and with the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management are good overall. Since the headteacher took up the post she has provided good leadership and management. She endeavours to ensure that the school is strongly committed to include all pupils in its life and work but often the higher attaining pupils are not always challenged as well as they might be. She has established the role of the subject leaders but these still have some way to go to be sufficiently effective. The leadership of both the Foundation Stage and of special educational needs is good. However, the leadership and the management of mathematics and ICT are unsatisfactory. The governance of the school is good. The governors are knowledgeable about its strengths and weaknesses and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have positive views of the school and they give good support. They are especially happy with the way their children develop personally and how staff treat their children. The pupils enjoy their lessons and have a high level of interest in what they do.

IMPROVEMENTS NEEDED

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

- Challenge the higher attaining pupils more.
- Improve the standards in English and ICT.
- Improve the subject leadership in mathematics and ICT.
- Improve the assessment procedures

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is satisfactory. The children enter the reception class with broadly average standards. Currently, most are on course to exceed the goals expected of them in literacy, numeracy and in their personal, social and emotional development by the time they enter Year 1. Overall, the pupils in Year 2 achieve well in reading, writing and mathematics. Pupils achieve satisfactorily in Years 3 to 6. Currently standards in Year 6 are average in mathematics and science, but below average in English because the higher attaining pupils do not achieve as well as they should.

Main strengths and weaknesses

- Most of the children in the Reception class achieve well.
- Standards in Year 2 are above expected levels in reading, writing and mathematics.
- The higher attaining pupils throughout the school, but particularly in Years 3 to 6, are not challenged sufficiently well.
- By Year 6, pupils achieve satisfactorily overall in mathematics and science but do not do as well in English.
- Pupils do not achieve well enough in ICT.

Commentary

1. The pupils enter the Reception class with standards that are broadly average for their age. The current group of children in the Reception class is small and this gives them a good proportion of the teacher's time. They achieve well and all are on course to exceed the goals set for them in literacy and numeracy. In their social, personal and emotional development they are above the expected levels for their age and are likely to exceed the goals. In the other areas all are on course to reach the expected goals by the time they enter Year 1. Throughout Year 1 the pupils achieve satisfactorily overall but their achievement is good in reading, writing and mathematics to attain standards that are above the expected levels.
2. The school took part in the national trial of teacher assessments for the end of Year 2 in 2004.

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

Standards in:	School results	National results
reading	16.8 (16.6)	15.8 (15.7)
writing	15.8 (15.4)	14.6 (14.6)
mathematics	16.2 (16.5)	16.2 (16.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

3. In the national tests for Year 2 in 2004 all the pupils reached the expected Level 2 or above. This is very high and places the school in the top 5per cent of all schools. However, the proportion of pupils reaching the higher Level 3 was only average in reading and mathematics and above average in writing. This lowers the school's overall performance in reading and writing to above average and in mathematics to average. Even so these results show a significant improvement since the last inspection. When the tests results for 2004 are compared with similar schools, the school's performance was average in reading and writing but well below the average in mathematics. However, the proportion of pupils who were registered for free school meals in 2004 was below the number that the school believes was

eligible because some parents had not claimed. This comparison placed the school in the same group as more advantaged schools and was not a true reflection of the school's position. *(Currently the proportion of pupils registered for free school meals places the school more appropriately in a group with more than 8 per cent free school meals).* There is no significant difference between the standards achieved by boys and girls. The long-term trend shows that the school's performance in reading, writing and mathematics at the end of Year 2 in recent years was broadly in line with the national trend.

4. Currently, the work seen in Year 2 shows that the pupils achieve well to reach standards that are above average in reading, writing and mathematics and in science that are average. However, the scrutiny of the pupils' work also shows that the higher attaining pupils are not always challenged with work that extends their learning sufficiently well overall. Consequently, achievement overall is judged to be satisfactory. In ICT and religious education the pupils' standards are broadly in line with expected levels.

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

Standards in:	School results	National results
English	26.1 (25.4)	26.9 (26.8)
mathematics	27.5 (27.9)	27.0 (26.8)
science	29.8 (30.8)	28.6 (28.6)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

5. Since the last inspection the standards at the end of Year 6 have improved from being well below average in English, mathematics and science. The results of the national tests for 2004 need to be considered carefully because the year group was particularly small and this fact makes comparisons very unreliable. The results show that the pupils' standards are below average in English and these results are such because the higher attaining pupils are not challenged sufficiently. Standards are broadly average in mathematics and the proportion of pupils reaching the higher level 5 was above average. In science all the pupils reached the expected Level 4 and the overall standards were above average even though the higher attaining pupils were still not challenged enough. Nevertheless, these test results show a significant improvement since the last inspection.
6. Currently the pupils' standards in Year 6 in English and mathematics are similar to the national tests results for the previous cohort of pupils in 2004. It is evident that the standards for the whole year group are currently average in mathematics and science and are below average in English, especially in writing, because of the lack of challenge for the higher attaining pupils. The scrutiny of the pupils' work shows that most pupils because they reach the expected Level 4 achieve satisfactorily but the higher attaining pupils could do better. There is no significant difference between the standards achieved by boys and girls by the end of Year 6.
7. The standards in ICT are now below the expected levels at the end of Year 6 and the pupils' achievement is unsatisfactory. Currently, there is no defined programme to develop pupils' skills and knowledge, and standards have dropped because the pupils' work is not monitored and evaluated rigorously enough.
8. The standards in religious education are in line with expected levels and pupils achieve satisfactorily. It is not possible to make judgements on the standards reached in the other subjects as too few lessons were seen because of timetable arrangements.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and learning are good. Their behaviour and relationships are also good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is very good and punctuality is good.

Main strengths and weaknesses

- The pupils have positive attitudes to the school and their work and they behave well. Children in the Foundation Stage have very good attitudes and behaviour.
- The pupils' personal, social and health education is promoted very well.
- The pupils' social and moral development are very good and their cultural and multi-cultural awareness are developed well.
- The staff do not plan and include enough opportunities for pupils to develop self-knowledge and spiritual awareness.
- The school promotes very good relationships.
- Attendance is very good.

Commentary

9. In the last inspection a small group of pupils were disruptive but there was no evidence of such behaviour this time; pupils have positive attitudes towards their work and enjoy coming to school. They settle to their work and generally keep on task. Most pupils are keen to answer questions; they work hard, take part in whole class and group discussions readily and listen to others attentively, respecting the views of others very well. This mutual respect is an aspect of the very good relationships that are seen throughout the school. The pupils with special educational needs show the same positive attitudes to school as their fellow pupils. They develop good social skills, are polite and welcoming and show care and consideration for others. They understand the impact of their actions on others and behave well.
10. The pupils have a very clear view of right and wrong and standards of behaviour are good in Years 1 to 6 and very good in the Foundation Stage. The staff have high expectations of behaviour in lessons and in all aspects of school life and they provide very good role models. There were no incidents of bullying seen during the inspection and evidence and the views of parents and pupils shows that any minor incidents are dealt with swiftly and effectively. There are a few pupils in the school who have some difficulty with behaviour but there are consistent and effective procedures in place for helping them. The classroom assistants are effectively used to support pupils and ensure that there is no disruption to lessons.
11. The school promotes the pupils' personal, social and health education very well, including awareness of sex education, drug use and abuse, and information on pupils' personal safety. Self-confidence and self-esteem are well developed and the pupils are encouraged to develop responsible attitudes through taking on responsibilities and duties such as membership of the school council. The pupils' social and moral development are also very good and there is good development of their cultural awareness. This includes an appreciation of pupils' own, western culture through music, art and history but also a broader appreciation of other cultures and faiths and what it means to live in a multi-cultural society. This is an improvement on the last inspection when this aspect was under-developed. This has been strengthened by effective links with the Bilingual Support Agency and popular and successful visits such as the Hindu dancer and the Kathakali actors. The pupils' spiritual development remains satisfactory and some opportunities are provided, for example in assemblies and through the religious education agreed syllabus, for pupils to think and reflect on issues. However, discussions with staff indicate that this is an area that is not planned systematically and more thought could be given to providing opportunities for pupils.

12. Attendance is well above the national average and punctuality is good, with most pupils arriving at school and at lessons on time. Effective procedures are in place for monitoring attendance and punctuality, according to the local education authority's guidelines. There are appropriate links with the Education Welfare Service to monitor any concerns.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.8	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.

Exclusions

There have been no exclusions during the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The teaching is satisfactory overall, with good teaching seen mainly in the Foundation Stage and in Years 1 and 2. The curriculum is satisfactory overall and there are strengths in the very good opportunities made to enrich the curriculum. Ongoing assessment procedures are unsatisfactory and inconsistent from class to class.

Teaching and learning

The quality of teaching and learning are satisfactory overall, with the good teaching and learning in the Foundation Stage and in Years 1 and 2. Assessment is unsatisfactory overall.

Main strengths and weaknesses

- Over half of the lessons seen were good or better and this is a significant improvement.
- The quality of teaching in the Foundation Stage and in Years 1 and 2 is good overall.
- The higher attaining pupils are often not challenged sufficiently.
- When the teaching is either good or better, the teachers provide sufficient challenge for the higher attaining pupils but their expectations are not uniformly high in all lessons.
- The pupils with special educational needs are given good support
- In all classes the teachers maintain good behaviour
- Though long-term systems track pupils' progress well, there are inconsistencies in the ongoing assessments for English, mathematics and science.

Commentary

13. During the inspection just over half of the lessons seen were good or better and this is a significant improvement since the last inspection. The headteacher has put a significant emphasis upon monitoring and improving classroom practice and this strategy is beginning to pay off with more good teaching being apparent. Nevertheless, there are weaknesses in teaching when the teachers do not challenge the higher attaining pupils sufficiently to raise their standards to the higher levels expected for them.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	10	9	1	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.

14. The quality of teaching in the Foundation Stage and in Years 1 and 2 is good overall with three quarters of lessons seen being good or better. In Years 5 and 6, over half of the lessons seen were good or better and the remainder were satisfactory. All but one of the lessons seen in Years 3 and 4 were satisfactory with the science lesson being unsatisfactory.
15. All classes are made up of two age groups but this is not always evident in the teachers' planning. The scrutiny of the pupils' work also shows that the range of work is often too narrow because the teachers do not always have high enough expectations to challenge the higher attaining pupils. Instead these pupils are often faced with the same work as the rest of the class and are not provided with work that extends what they already know until they have completed the original task.
16. The headteacher has established regular monitoring of lessons and this has improved the quality of teaching. When the teaching is either good or better, the teachers provide more challenge for the higher attaining pupils. They prepare lessons well, making the activities relevant to the pupils' needs and building upon what they already know. The teachers identify what the pupils should learn by the end of each lesson and explain these objectives to the pupils effectively in most lessons. The teachers refer to these objectives at the end of the lesson to assess how well the pupils have achieved. There is a good balance between teacher-directed learning and pupils learning independently so that all the pupils, including those with special educational needs, have maximum opportunities to produce work of good quality.
17. The quality of teaching and learning in the Reception classes is good and has remained so since the last inspection. All areas of learning are monitored effectively by the teacher in co-operation with the headteacher who shares responsibility for the class. The planning of lessons and the use of time is good and the activities are appropriately balanced between those that are teacher directed and those that are child initiated. However, there is no outdoor secure area for the children to use and this restricts their learning.
18. The pupils with special educational needs are given good support in lessons especially where there is a teaching assistant present and this enables them to extend their learning successfully. Teachers plan carefully to ensure that pupils with special education needs have appropriate targets in their work and have the level of help they need to achieve them. The main thrust of support for these pupils is in literacy and numeracy. The progress of pupils with special educational needs is assessed by the class teacher or the special needs co-ordinator. New targets are set if appropriate and teachers adjust their planning accordingly. Due to the good support from teaching assistants, class teachers and the special educational needs co-ordinator (SENCO), the pupils with special educational needs are fully integrated into classroom practice.
19. In all classes the teachers maintain good behaviour and encourage the pupils to develop good attitudes to their learning. This is productive and in all lessons the pupils were observed co-operating well with each other in group work as well as developing their own skills when working individually. They show a good level of confidence and enthusiasm.
20. Since the last inspection the longer-term assessment processes have improved. The school has developed good tracking systems to record each pupil's progress and achievements in English and mathematics by the end of each year. This has been a main focus for development and records now show the results from end of term tests in Years 3, 4 and 5, as

well as the results of the national tests. From these results, predictions are made to forecast what standards each pupil should achieve at the end of Year 6. This prediction is adjusted as more information is collated about each pupil's progress.

21. Although the teachers record what the pupils can do from day to day, there are still inconsistencies from class to class in the methods and in the level of details recorded in the ongoing assessments for English, mathematics and science. The format of the records is not standardised and this makes comparison from one class to the next difficult to interpret as the pupils move up through the school. Mostly, the teachers mark pupils' work regularly and the quality of marking is satisfactory overall but it is not always clear what pupils are expected to do next to improve their work.

The curriculum

The curriculum is satisfactory overall and good for children in the Foundation Stage. There are very good opportunities for curriculum enrichment. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is good provision for pupils with special educational needs.
- Promotion of pupils' personal, social, health education and citizenship is very good.
- Pupils in Reception Year are well prepared for their learning in Year 1.
- The curriculum is very well enhanced and enriched by effective use of visits and visitors and by a very extensive range of clubs.
- There are good resources for ICT but these are not planned and used as effectively as they should be, especially in Years 3 to 6.
- Outdoor facilities are good but there are no secure outdoor learning facilities for pupils in the Foundation Stage.

Commentary

22. The curriculum meets all statutory requirements including religious education and the requirement for acts of collective worship. There has been satisfactory improvement since the last inspection.
23. The planning for pupils' personal, social and health education and citizenship is a strong feature, including sex and relationship education and drug and alcohol awareness. This is very well planned, following the Health for Life programme and including support from school nurses, road safety officers and the use of the Life Education caravan.
24. The school has a positive inclusive ethos and most pupils have full access to the curriculum although the higher attaining pupils could often be faced with more challenging curriculum in English and mathematics. The provision for pupils with special educational needs is good, with good support being given by classroom assistants so that pupils make good progress towards the targets set for them. They are provided with a full range of opportunities and their talents are fully explored. Their Individual Education Plans are good quality. Some of the more able pupils though are not challenged as well as they might be because much of the work is not targeted to their needs. The provision for children in the Foundation Stage is good and they are well prepared for their transition to Year 1.
25. Visits and visitors are used effectively to enhance pupils' learning experiences and make learning more interesting and meaningful. The pupils spoken to were very positive, for example, about what they had experienced and learned from the Victorian Day. The residential trips are very effective in developing field skills in geography as well as developing team building and strengthening self-confidence. There is a very wide range of school clubs, particularly for a comparatively small school. These are popular and well supported and include art, first aid, sewing, football, netball, computers, games and a green-fingers club.

They vary from term to term and recently other clubs have included French and music. Several pupils have taken the opportunity of learning string or woodwind instruments. A minority of parents expressed the view that there are not enough sporting opportunities, especially to engage in competitions with other schools, but the inspection team found that given the size of the school such opportunities are good. The school has been given the Sports England Active Mark. These clubs and the visits provide very good enrichment to the curriculum.

26. The headteacher's clear focus on improvement is beginning to have a positive impact on the curriculum. She has the vision to develop a broad curriculum with cross-curricular links in line with the 'Excellence and Enjoyment Strategy'. A number of subject areas have been identified as needing improvement, including history, geography, art and design and design technology. Facilities for ICT have improved a lot since the last inspection but there are areas of weakness in teaching of this subject and teachers are not using computers enough to support other subjects. This is also part of the headteacher's school improvement plan. Similarly, there is no consistent approach to the use of mathematics in other subjects.
27. Accommodation and resources are generally satisfactory. The outdoor facilities overall are good, with lots of well-used space but there is no secure outdoor area for children in the Foundation Stage and this limits their development. This lack and the poor condition of the dining hall have been identified as priorities by the head teacher. The classrooms and learning areas are enhanced by a range of attractive displays and the school is clean and well maintained.

Care, guidance and support

The quality of provision, which ensures pupils' care, welfare, health and safety, is good. The school makes satisfactory arrangements for advice, guidance and support for pupils based on their academic progress and personal development. The school actively seeks to involve pupils in its development and work.

Main strengths and weaknesses

- A strong sense of community involving, staff, pupils and parents pervades the school.
- The school has good pastoral systems, including child protection procedures, which ensure that all pupils are well looked after.
- The school provides a healthy and safe environment for its pupils.
- Positive and trusting relationships exist between pupils and all staff.
- Induction arrangements for the Foundation Stage children are good.
- The school makes very effective use of the school council, and values highly the pupils' views.

Commentary

28. The school promotes a very caring community, where each pupil is valued and feels secure. Respect, courtesy and kindness underpin the positive support the school provides for all its pupils. This enables pupils to augment their self-esteem and to thrive. A strong ethos of care and consideration for others permeates through the whole school community. This is confirmed by positive comments from the parents. There is also good provision for children in the Foundation Stage and for pupils with special needs. Staff are aware of the school's appropriate child protection policy and procedures. School governors are rigorous in their attention to health and safety and regular risk assessment is undertaken around the school and the playgrounds. All staff have completed the first aid training. Accidents and relevant incidents are properly recorded and fire drills are conducted at regular intervals.

29. The school is a happy and secure place, where pupils feel confident and, therefore, able to concentrate on learning. Most pupils agreed that, if they had any concerns there would be an adult in the school, they could turn to. Teachers know the pupils in their care individually, and show genuine interest in their welfare, which engenders positive and trusting relationships. The school works consistently and with determination, in the best interest of all its pupils, to safeguard their welfare and promote their personal development.
30. The school is successful in promoting high standards of behaviour. All staff, including teachers, teaching assistants and midday supervisors are consistent in applying the recently updated behaviour policy. The school's simple but effective code of conduct and the consistency of behaviour management in classrooms and playgrounds establish a firm foundation for pupils to learn what is expected of them.
31. There are sound procedures for monitoring and recording the pupils' academic progress from one year to the next. However, the ongoing assessment records of what each pupil can do are not implemented consistently across the whole school. The school covers many aspects of personal and social education, such as Healthy School Initiatives. The arrangements for personal, social and health education makes a positive contribution to pupils' personal development. Teachers monitor it informally. An evaluation of pupils' attitudes and the rigour with which they pursue their academic work are included in yearly progress reports to parents. The school uses appropriate strategies to instil compassion for other less fortunate people within the United Kingdom and abroad.
32. The pupils make a positive contribution to the work of the school and its development through the school council. The school diligently considers pupils' suggestions, and at times, implements them, for example, by providing more cutlery and by changing sitting arrangements in the canteen at lunchtime.
33. The care, support and guidance of pupils with special educational needs are good and all statutory guidance is met. The school is very committed to fully integrating all such pupils and achieves this with a great deal of success. Individual needs are identified early and teaching and extra support are managed and organised effectively. Targets are shared with pupils and revised regularly. The liaison between the school and external support agencies is good and they provide support and guidance to the school as needed.
34. Care and consideration given to pupils are evident from the way younger pupils are introduced to the school environment in the Foundation Stage, how they are nurtured and supported as they progress through the school each year, and how their induction to secondary education is prepared and implemented.

Partnership with parents, other schools and the community

The effectiveness of school's partnership with parents is good. The quality of links with the local community and other schools is good, and this helps to enrich the curriculum.

Main strengths and weaknesses

- Most parents hold the school in high regard; they are supportive of the school and are positive about what the school does for the benefit of their children.
- The school's purposeful links with parents serve the pupils well.
- The school consults with, and involves parents in its work and provides good information about the school community, and their children's attainment and progress.
- The parents encourage their children to take full participation in extracurricular activities, especially, sports, music and art.
- Links with parents of pupils with special educational needs are very good.
- Good links with the local community have a positive impact on learning.
- Positive links ease the transfer of Year 6 pupils to secondary schools.

Commentary

35. The school's partnership with parents is good. Most parents and the local community hold the school in high regard. The parents and volunteers from the local community are welcome in the school. The parents are pleased that their children like the school and that the staff treat them well. They also indicate that the school's staff is approachable and has high expectations of their children. Inspectors found substantial evidence to support these positive comments.
36. The parents value the consultation meetings with teachers and attendance at these meetings is good. Most parents appreciate the fact that they can approach individual teachers, the headteacher or the senior teacher and that the issues or concerns are resolved promptly with care and consideration. A number of parents provide practical support by helping in the classrooms. Others help to raise funds for the benefit of pupils under the aegis of WPSA, which is a parent teacher association.
37. A good quality and range of information are provided in regular newsletters to parents, including administrative and pastoral arrangements. This is augmented by the school's informative web site. The governors' annual report to parents provides them with the necessary details about the life and work of the school community. The pupils' annual reports to parents are pertinent, informing parents about their children's academic achievements, and providing comments about attitudes and personal development. The school provides curriculum guidelines to parents each term. The parents find the curriculum guide for Years 1 and 2 pupils more useful than the one produced in respect of pupils in Years 3 to 6. The headteacher is aware of this, and recognises the importance of providing suitable guidance and support to parents, which would enable them to help their children's learning at home.
38. Links with parents of pupils with special educational needs are very good. The parents are very positive about the provision made for their children. The parents are invited to all review meetings and most choose to attend. They are consulted at every stage and kept informed of subsequent developments. They can speak to staff informally and are alerted when a problem occurs.
39. Most pupils transfer to a local comprehensive school for their secondary education. They are well prepared for their next phase of education, as they attend induction sessions and 'taster days.' The school and the community work in harmony and enjoy good links. The school uses these links to enrich the curriculum and experience of pupils. At the time of inspection, a local historian visited Year 5/6 class for a history lesson, providing interesting facts about different aspects of life in the village in the Victorian era. The school maintains positive links with the church community, and priests from different denominations visit the school to take assembly. The school invites the village community to attend Christmas celebration. Placements are provided for student teachers from a nearby college.

LEADERSHIP AND MANAGEMENT

The effectiveness of the leadership and management of the school are good. The leadership and management of the headteacher are good. The governance of the school is good. The leadership and management of other key staff are satisfactory, overall.

Main strengths and weaknesses

- The headteacher provides a good clear direction to the work of the school.
- The headteacher is committed to securing a better quality of education in the school.
- In most instances the subjects are led satisfactorily but the leadership of mathematics and ICT are unsatisfactory.
- The leadership and management of the Foundation Stage are good.

- The management of special educational needs is good.
- The governance of the school is good and has improved since the last inspection.

Commentary

40. The headteacher provides a clear direction to the work of the school through good leadership. The management of the school by the headteacher is good. She has a strong sense of purpose and has made it very clear that she has high expectations for the school. Since her appointment she has brought about many improvements to the quality of education provided. Regular monitoring of teaching and the scrutiny of pupils' work in English and science is now undertaken as a whole school analysis. This has helped to raise standards overall from well below average at the time of the last inspection. There are now more pupils reaching the expected levels by the end of Year 6 in English, mathematics and science. The headteacher has put a significant emphasis upon improving classroom practice. She has taken difficult decisions to move teachers from year groups that they had become accustomed to teach. The teachers have visited each other's classrooms and other schools to observe lessons. This has extended their professional development and has also improved the efficiency of the school and the quality of teaching especially in the classes with the youngest and the oldest children.
41. The headteacher has extended the roles of subject leaders but they still have some way to go to take on the full responsibility of leading their subjects. She has established good routines and procedures that provide a good basis upon which the subject leaders can base their plans for developing their subjects. Most of them are now aware of what needs to be done and are developing their subjects satisfactorily. This is proving to be successful and currently most of the leaders are providing satisfactory leadership and management which in turn are raising the quality of teaching and the pupils' standards and achievements. They are taking responsibility for monitoring the quality of teaching and they have prepared action plans to improve their subject. This is particularly successful in science where improvements in the pupils' standards, achievements and in the quality of teaching have been most dramatic because of the effective efforts of the subject leader. The senior teacher provides good support to the headteacher and the school.
42. The headteacher has set clear priorities to promote the school's ambitions and goals and this is apparent in the objectives in the school's improvement plan which is now under her guidance compiled and agreed following a full meeting of the staff and governors. The plan identifies a number of subject areas for development, including English, and these are appropriate. This includes the development of ongoing assessment procedures that build upon the longer-term tracking records for each pupil that are already established. These are good and purposeful. Over and above these priorities the headteacher has set rigorous targets and priorities to be reached in the leadership of ICT and mathematics.
43. However, the leadership and management of ICT have not improved since the last inspection and are unsatisfactory despite the concentrated support and guidance given by the headteacher. There are also weaknesses in the organisation of mathematics in spite of the considerable support and guidance given by the local education authority advisor and headteacher. Areas identified for improvement by the headteacher are not being acted upon quickly enough and this causes confusion.
44. The leadership and management of the Foundation Stage are good. The management of special educational needs is good. The co-ordinator makes regular comprehensive assessments of pupils' progress and future needs. She works closely with class teachers and gives clear guidance and support to them. The co-ordinator keeps the governing body well informed and statutory duties are met and the provision made for the pupils with special educational needs is good.
45. With the expertise of the dedicated chair of governors and under the guidance of the headteacher, the governance of the school has improved well since the last inspection and is now good. The governing body has a good knowledge of the strengths and weaknesses of

the school because most governors visit the school regularly, talk with subject leaders and have an individual link with aspects such as health and safety. The governing body fulfils its statutory requirements effectively. Through the work of its committees, the governing body maintains all policies and helps to shape the future direction of the school.

Financial information

Currently the finance committee allocates the finances made available to the school very prudently, keeping a watchful eye upon future needs. The large carry forward into this current year is put aside to maintain the number of teachers when large number of pupils leave the school at the end of this summer term.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	292666	Balance from previous year	45954
Total expenditure	304331	Balance carried forward to the next	34000
Expenditure per pupil	3146		

46. There are reliable procedures to monitor the monthly expenditure and to ensure that the school obtains best value for money when purchasing equipment or engaging contractors for maintenance work.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children's learning in the Foundation Stage has improved since the last inspection and is now good. Children enter school with broadly average knowledge and skills for their age. They make good progress and achieve well. Most children reach the early learning goals and attain beyond them in three areas of learning. This is the result of consistently good teaching and effective leadership.

The teaching is good; children are made to feel comfortable and secure and their learning is enjoyable and fun. The teachers plan a good mixture of activities. For example, children are brought together as a class or a group with a teacher and taught specific skills but they are also given independent tasks where they can make choices about what they are going to do and put their skills into practice.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- The relationships between adults and children are very good.
- The teachers encourage children to be independent.
- The children grow in confidence and work and play together well.

Commentary

47. The children achieve well because of the established routines, good teaching and clear expectations of staff. They rapidly gain in confidence and feel comfortable in expressing their ideas and feelings. The children are attentive and eager to learn. They enjoy coming to school and quickly understand what is expected of them and behave very well. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The children work and play in harmony and show consideration for property and each other. The teachers create a supportive atmosphere where each child feels special. Most children are on track to exceed the goals set for them in this area of learning by the time they start Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to expand children's spoken vocabulary.
- Taking part in imaginary play enables children to develop their conversational skills.
- The children achieve well because of the very good teaching of basic skills.
- Opportunities to experience a wide variety of writing are sometime missed.

Commentary

48. Children make good gains in their learning because they are taught well. Teachers make continuous checks on children's progress and have a very good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

49. Most children achieve well and are well on course to exceed the early learning goals by the end of the Reception year. The well planned sessions provide interest, stimulation and challenge. Almost every activity involves asking questions and emphasising words and names. Children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work and play, for instance, when engaged in activities in the home-corner or working in the 'Garden Centre'. Children write enthusiastically in both their play and in planned work every day. However, their opportunities to experience a wide variety of writing are less frequent. The teachers tell and read stories to children every day. Consequently, children learn to enjoy books and are keen to read for themselves. They join in and read big books together as well as having their own book to take home. Teachers often choose books to link with other areas of learning. For instance, recently the class read 'Jasper's Beanstalk' which was followed later by children planting their own seeds.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The children's mathematical vocabulary is developing well.
- Opportunities are taken to develop mathematics in other areas of learning.
- The good use of games and action songs strengthens children's knowledge of number and shape.

Commentary

50. The children are taught very well. They achieve well and most will exceed the early learning goals by the start of Year1. Teachers use every opportunity to use mathematics and mathematical language. They make learning interesting through stories, songs, games and imaginative play. For example, children are keen to name the more common two- and three-dimensional shapes they extract from the teacher's 'mystery bag'. They make rapid gains in their understanding of number, pattern and shape through practical activities such as counting, playing with construction kits and using the home-corner. The children gain knowledge of capacity and weight from practical experiences with sand and water. Most children correctly identify and put into order numbers to 20 and can identify numbers that are more or less than other numbers. More able children work with numbers to 50. They demonstrate good knowledge and understanding of how to solve simple problems involving addition and subtraction and use vocabulary such as 'add one more' or 'how many all together'.

KNOWLEDGE AND UNDERSTANDING

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

Main strengths and weaknesses

- The excitement of discovering through first-hand experiences.
- The children have a good understanding of how things change and grow.
- ICT is used well to support children's learning.
- The children have insufficient opportunities to learn about other cultures.

Commentary

51. The children quickly widen their knowledge and understanding of the world because of good teaching and learning through first-hand experiences. As a result, they achieve well and reach the expected goals by the end of the Reception year. Teachers encourage children to investigate by using all their senses as appropriate; for instance, when they examine

sunflower seeds before planting them. Through planting seeds and watching tiny creatures, children are developing a good understanding of how things change and grow. These activities are well led and the children were fully focused on increasing their knowledge and understanding and the use of related vocabulary. The children are progressing steadily in learning computer skills and they get a good level of individual support. The staff often choose programmes to enhance learning in other areas. Although children are developing a good understanding of their own culture they have limited opportunities to learn about other cultures.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Skills needed for writing, painting and using small tools correctly are developed well.
- The children have a good sense of space and move with confidence and control.
- The children do not have access to a secure outdoor play area.

Commentary

52. Good teaching ensures that children build on skills already learnt. Their achievement is good and all children will reach the expected levels by the time they start in Year 1.
53. The children are soon able to handle small tools, pencils and paintbrushes appropriately and well. The good development of drawing and writing skills is seen in the children's work. In the hall, children use space well and use the apparatus with increasing confidence. Although children use the attractive spacious school grounds at playtimes and for outdoor lessons, they do not have a secure defined outdoor area and this restricts their opportunities to engage in imaginative and adventurous play during lesson periods.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- A good range of art activities is planned for children to try.
- The children sing a wide variety of traditional and modern rhymes and songs.
- The teachers create attractive role-play areas.
- The children do not get the opportunity to mix paint for themselves.

Commentary

54. The teaching is good and children achieve well. They are on course to reach the goals expected for children of their age by the end of the Reception year. The children have varied opportunities to act out roles and create imaginary scenes in the well set-up imaginative area where they interact confidently. They enjoy painting, collage and pattern making and choose from a good variety of materials. However, as pupils usually paint with ready mixed colours and do not get the opportunity to mix these colours themselves, they have insufficient experience of different colour combinations and shades. The children know many songs which they sing tunefully and put actions to the words. They play percussion instruments and learn how sounds can be changed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The pupils' standards in Year 2 are above the expected level in English
- Standards in Year 6 are below the expected level in writing but average in reading and speaking and listening.
- Work is not consistently well targeted to the needs of individual pupils, resulting in higher attaining pupils not always being sufficiently challenged.
- Speaking and listening skills are effectively developed through the school.
- The pupils in Year 2 have very positive attitudes to reading.
- Marking in Years 3 to 6 is not used consistently to show the pupils how they can improve.
- Not enough use is made of computers to enhance and develop learning.
- The subject leader has a very clear understanding of what needs to be done to bring about improvements and raise standards.

Commentary

55. Improvement in English since the last inspection has been satisfactory. In the most recent national attainment tests the pupils in Year 2 were above the national average in both reading and writing. This is an improvement from the previous report when standards were found to be high in reading but only broadly average in writing. The current inspection found standards in Year 2 to be above the expected level in speaking and listening, reading and writing. The pupils' achievement in Years 1 and 2 is good. Overall standards have risen from about expected levels to above expected levels by the end of Year 2, but even so there are not enough pupils reaching Level 3.
56. The most recent national tests in English for pupils in Year 6 in 2004 found the standards to be below the national average and below the level expected based on prior achievement. This is an improvement from well below average reported from the test results in the previous report. It must be remembered, however, that the year group in 2004 was a small group of thirteen pupils and several of them were on the register for special educational needs. The present inspection judged the standards of the pupils in Year 6 to be broadly in line with expected levels in speaking and listening and in reading but below the expected level in writing. This is because too few pupils are reaching the higher Level 5 standards in writing.
57. The achievement of most of the pupils in Years 3 to 6 is satisfactory as most are now reaching the expected Level 4 in their writing. However, the higher attaining pupils' achievement in Years 3 to 6 is unsatisfactory because not enough of them are reaching the higher levels that their previous results indicate that they are capable of. This reduces the overall performance of each year group. There is some evidence that standards are now rising because all pupils with special educational needs are well supported and achieve well, making good progress towards the targets set for them.
58. Speaking and listening skills are effectively developed through the school. The teachers have high expectations of behaviour and encourage the pupils to listen well. Good use is made of whole-class discussions, small group and paired discussions. Use of round up sessions, where pupils are encouraged to feed back what they have learned, is also useful in building up confidence and self-esteem and all the pupils spoken to were confident in expressing themselves.
59. The pupils in Year 2 have very positive attitudes to reading. They enjoy books and are able to talk about what an author is, what an illustrator does and how a contents page and an index

can be used to help you find something in a book. They are happy to chat about the books they are reading and show generally good understanding, being able to explain what has happened and talk about what they think will happen next. They use a variety of skills, such as picture and phonics, to help them with unfamiliar words. A discussion with some pupils in Year 6 showed that they were in the main less enthusiastic about reading with only one of them being really keen and one of them being fairly negative. However, they do read regularly both at home and at school and again know how to use books effectively for research as well as for pleasure. Their reading is generally accurate but it is not particularly expressive. However, they do show sound understanding of characterisation, plot and setting. The home school reading records are useful, though fairly basic, and the information contained in them does not seem to be followed up very consistently.

60. Writing has been identified as an area needing development and some strategies have been put in place to develop this. The teachers are identifying learning objectives more clearly and are beginning to set targets on what pupils need to do to improve. In Years 1 and 2 there is a consistent approach to presentation and pupils generally take care and are developing a good cursive style. There is less consistency in Years 3 to 6 where, although handwriting is regularly taught, pupils' presentation in their books is sometimes untidy and even when noted this is not always followed up. Marking lacks consistency in Years 3 to 6. Many of the comments made are too generalised and are not clearly focused on what pupils need to do to improve. This is especially important if the more able pupils are to reach their appropriate level.
61. The teaching is satisfactory overall and some good teaching was seen in Years 2 and 6 during the inspection. The teachers relate well to pupils and have high expectations of behaviour.
62. The teachers' planning is satisfactory but sometimes the lesson objectives lack clarity and focus. The pupils have positive attitudes and behave well, settling down to work quickly and keeping on task, even when the work set is not particularly stimulating. The teachers do not always identify clearly enough what they are expecting the pupils to learn. This extends to the work set for pupils, where teachers are not targeting the work closely enough to the needs of individual pupils or groups. The pupils with special educational needs are able to achieve well because they are supported well by the classroom support assistants and other adults. However, the more able pupils are often not sufficiently extended because the work is not challenging enough. This is particularly true for the higher attaining pupils in Years 4 and 6, where all pupils in the mixed aged class are often doing exactly the same work. Even when different work is set for different groups it is not always well focused on their specific needs.
63. Leadership and management in English are satisfactory and appropriate guidance is provided to teachers. The subject leader has carried out a thorough evaluation of standards and has a very clear understanding of the strengths and weaknesses of the subject.

Language and literacy across the curriculum

64. The pupils' literacy skills are satisfactorily developed across a range of subjects. A good example was seen in a very good Year 5/6 music lesson where there was some real analysis of the words to the song, 'Sound of Silence', with very good development of vocabulary. Other examples were seen in work done in history, geography and religious education. Although computers are sometimes used there is too little regular use of information and communication technology to stimulate, enhance and develop language and literacy in the school.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Currently, the pupils' standards in Year 2 are above average and the pupils achieve well.
- Test results for pupils in Year 6 have improved steadily since the last inspection and standards are now average.
- Though satisfactory overall, the teaching is good for the younger and the older pupils.
- The higher attaining pupils are not always challenged sufficiently to raise their standards to above average, and teachers' expectations are sometimes too low.
- Overall management is unsatisfactory, though the analysis of test results has led to some improvements in provision.
- The pupils are motivated well by the use of technology, but there is no consistent approach to the use of mathematics in other subjects.

Commentary

65. The results of the national tests for pupils in Year 2 in 2004 show that the pupils' performance was average even though all the pupils reached the expected Level 2 or above. This is because the proportion of pupils reaching the higher Level 2 standards was well below average and for Level 3 it was only average. The effect of these lower numbers reaching the higher levels decreases the school's overall performance to average. When comparisons are made with similar schools the performance was well below average because of a lack of higher level.
66. Currently, the scrutiny of work shows that the pupils' standards overall in Year 2 are above average and they achieve well to reach these standards. The pupils' standards in number work are above average and the pupils are beginning to explore the relationships in number patterns very well and in their knowledge of space, shape and measure. They were observed exploring the different denomination of coins. They used the inter-active whiteboard well to drag appropriate coins into their purse and to show how much change they would get from 50 pence.
67. The results in the national tests for 2004 for Year 6 show that the pupils' standards have improved steadily since the last inspection and are now average. The proportion of pupils reaching the higher Level 5 in these tests was above average but this higher performance is not clearly evident in the current work seen in Year 6. When these results are compared with similar schools then the school's performance is also average. The trend in the school's performance over the past three years is above the national trend.
68. Currently most of the pupils in Year 6 attain standards that are average and most achieve satisfactorily but the higher attaining pupils are not challenged sufficiently and this decreases the standards for the year group overall. For example, the whole class were observed drawing shapes of a given perimeter. This was appropriate for most of the pupils. The pupils with special educational needs were given good support so that they succeeded but the higher attaining pupils had already done this task successfully earlier in the year and were not challenged with more difficult calculations and measurements. The strength of the mathematics in Year 6 is seen in the pupils' standards in numeracy and this is supported very well by their knowledge and skills in the use of mental calculation. Most pupils in Year 6 have a good attitude towards mathematics and are willing to offer explanations of their calculation and the pupils with special educational needs are supported well to encourage them to "have a go".

69. The quality of teaching is satisfactory overall with good teaching seen in the classes with the youngest and oldest pupils. Where the teaching is good, the teachers' planning matches the needs of the lower attaining pupils successfully, as well as those of most pupils. The pupils with special educational needs receive added support. However, even in lessons where there are good features, the planning is often weakened because the higher ability pupils are not being challenged well enough with tasks that extend their skills and understanding.
70. Sometimes the objectives for the lesson are not thought right through and extension tasks are not prepared in advance to promote the pupils' learning beyond what has been planned for the lesson.
71. The leadership and management of mathematics have been given intensive support from the headteacher and the local education authority advisor but there are still many weaknesses and the provision for the subject is unsatisfactory. For example, the pupils' standards and achievements are not systematically checked and no analysis of pupils' ongoing class work is done through a scrutiny of their books. Consequently, there is no whole school picture that shows that the higher attaining pupils are often doing the same work as all others. There is confusion in the school about which materials to use. For example, there is no agreed ongoing assessment procedure in use to plot what each pupil can do and the teachers are not sure whether their planning is adequate. The published scheme of work is dictating what the teachers teach. However, it has been recognised that the pupils' knowledge and skills in data handling, shape, space and measure were weak in the national tests in 2004 and more emphasis is now placed upon these aspects of the pupils' learning. This was successful in raising standards but overall the subject is unsatisfactorily led and managed.
72. In some lessons, the pupils were well motivated by the good use of technology. This helps the pupils to enjoy their learning and to extend their understanding. For example, in a good lesson in Year 2, the projector and inter-active whiteboard was used effectively to help the pupils to understand the values of different coins and to be able to give change. Some pupils were observed using a practice program on the computers to sharpen the accuracy of their calculations.

Mathematics across the curriculum

73. This is an area that has not yet been fully developed. Consequently there is no consistent approach to the use of mathematics in other subjects. Nevertheless the pupils do use their calculation skills competently in design and technology and also in science lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The pupils make good gains in their knowledge and understanding of key facts.
- Good use is made of scientific language from the beginning.
- The older and more able pupils sometimes do not achieve as well as they might because of limited opportunities to initiate their own investigations in their own way.
- Procedures for checking on pupils' progress and attainment are not rigorous or consistent enough

Commentary

74. Currently the pupils in Year 2 reach the expected standards for their age. These are similar to those found at the last inspection. Standards for pupils in Year 6 in the national tests for 2004 improved and the pupils achieved average standards when compared to those nationally.

75. Through Years 3 to 6, pupils steadily build on their early basic skills of investigative science. The teachers' planning covers all areas of the subject in varying depth with much effort put into making sure that pupils have a good knowledge base. The pupils are becoming more familiar with the investigative process and have increasing experience of carrying out an investigation. As a result, the pupils have a positive attitude towards science lessons and they enjoy their work. Consistent emphasis on the development of scientific enquiry by the teachers in Years 5 and 6 has ensured that pupils have become more confident at planning and carrying out the investigations chosen for them. Nevertheless, more able pupils do not have sufficient opportunities to pose their own questions, make decisions or devise their own experiments. As a result, their higher order thinking skills, such as finding out why things happen, are underdeveloped. The pupils record their work in a variety of ways but there is insufficient use of ICT either for research or presenting results.
76. The quality of teaching is satisfactory and pupils achieve at a satisfactory level. The pupils with special educational needs are well supported and achieve well in relation to their prior attainment. The teacher in Years 1 and 2 uses the good skills pupils develop in the Foundation Stage as a starting point to broaden and develop their knowledge and understanding of key scientific facts. The pupils are taught scientific concepts in a structured way. The teacher plans lessons using experiences that children understand, such as investigating the structure of teeth and how to care for them, as part of their work on the human body. The pupils use simple scientific language when discussing their ideas and recording their work.
77. The leadership and management of the subject are satisfactory. The resources are organised well and there is a realistic action plan for the development of the subject. The work of all classes is monitored well and the subject leader works effectively alongside colleagues to support their professional development. The procedures for checking on each pupil's progress and attainment are not rigorous or consistent enough and are in the process of being changed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below expected levels at the end of Year 6 and have dropped since the last inspection.
- The pupils in Year 6 have mastered some aspects of the curriculum for ICT well and they have good attitudes to their work.
- The quality of teaching is unsatisfactory overall but in Years 1 and 2, where the teaching is satisfactory, the teacher is developing good use of the ICT projector with confidence and imagination.
- Methods to record what each pupil has achieved are unsatisfactory.
- The leadership and management of ICT are inadequate and disorganised.

Commentary

78. The pupils' standards have dropped throughout Years 3 to 6 since the last inspection and are now below the expected standards by the end of Year 6 in many aspects of the subject. Most of the pupils do not achieve as much as they should because the subject is poorly organised. The standards in Year 2 are as expected for their age and are the same as at the time of the last inspection.
79. The pupils in Year 2 achieve satisfactorily in their work because the teacher has a clear view of what the pupils should learn and planning is good. The pupils in this class were observed using computers and judgements are made following a scrutiny of their work and after

discussions with pupils about what they have done. They access the programs satisfactorily and they use text and graphics well. They have good skills in dragging and dropping images and in word processing they can alter the font size and colour and can save and print out their work competently. They use support programs for mathematical development satisfactorily. It is clear that they enjoy using the computers and that they work conscientiously and orderly.

80. The pupils in Year 6 can access the computer system and run programs with ease. Following a discussion with a group of pupils and looking at their work on the computers it is clear that although the standards overall are below expected levels they have mastered some aspects of the curriculum for ICT well. They enthusiastically demonstrated their knowledge of word processing programs and showed that their word processing skills have been mastered well. Most of the pupils are very competent in the uses of *Word art* and *Clipart* to enhance their writing and designs. Most pupils can enhance their work using graphics and other commands to change the font, colour and shape of their text. The quality of this work is as expected for their age. The use of databases has not been developed as well and there are gaps in the pupils' knowledge and skills in compiling and using graphs to interpret data and also in the use of multi media programs to display information. They do not have opportunities to control sensing devices nor do they have skills and knowledge in the uses of LOGO to create procedures.
81. From discussions and observations during lessons it is clear that throughout the school the pupils have good attitudes towards their work. They pursue their tasks quietly and with perseverance. The pupils in Year 6 demonstrated their uses of the Internet effectively to research topics in history and geography but there is still room for improvement in the uses of the Internet.
82. The quality of teaching throughout Years 3 to 6 is unsatisfactory overall. The teachers have all undertaken some national training in the use of ICT in other subjects and the teachers have improved their own ICT skills. However, there is still not enough use of ICT to support the teaching and learning in other subjects. Good and imaginative use is being made of the one inter-active whiteboard in Years 1 and 2 to teach science and mathematics. The pupils in these year groups are developing better ICT skills because of their growing use of this technology in lessons. This use of ICT improved the lessons observed.
83. The leadership and management of ICT are inadequate, despite the good, structured support and guidance given to the subject leader by the headteacher. There isn't an action plan to develop the subject and no evaluation has been done to show the impact of the new inter-active whiteboard and the new laptop computers upon the quality of teaching or upon the advances made in pupils' learning. The subject is poorly organised and little advance has been made since the last inspection in the procedures for recording what each pupil has mastered. The school has just established a local education authority pupils' self assessment book for ICT and this is good. However, leadership of the subject lacks vision and does not give a clear direction to the teachers to show the way forward and to raise their expectations.

Information and communication technology across the curriculum

84. The uses of ICT across the curriculum are not being developed quickly enough considering that this is a priority in the school development plan. The use of the set of five laptops that can be moved around from class to class is unsatisfactory and decisions have not yet been taken about how best to use these computers.

HUMANITIES

85. **History and geography** were not a part of the inspection focus and only one lesson of each was observed. It is not possible therefore to make secure judgements on either provision or standards. A review of the overall curriculum and discussions with pupils and staff indicate that all elements of the National Curriculum are being covered and teaching in the two lessons observed was satisfactory.
86. The picture in Years 1 and 2 is generally better than in Years 3 to 6. Here there is sound development of knowledge and of skills with some good use of the local area. The local traffic survey in geography is a good example of this and there was some effective use of ICT to support pupils' learning. The visit to, and study of, the Ironstone Cottage in Scunthorpe as part of the history is another instance of effective use of local resources.
87. The review of work samples indicates some weaknesses in pupils' written work in Years 3 to 6. In history very little work has been produced during the year and there is little evidence of development of historical knowledge or of skills development. However, through discussion it is clear that the pupils have a better understanding of the historical facts than is evident in their books. The pupils do not always write their accounts in their own words and this misses opportunities to develop the pupils' writing skills through history. For example, the work about the history of Winterringham was identical in all of the books reviewed, whatever the ability of the pupils and this stems from the format of the material presented to the pupils.
88. More work has been done in geography in Years 3 to 6 but there is still a lack of skills' development because of a lack of challenge and extension for the more able pupils. Work in Year 3 and 4 is not always marked adequately, and procedures used by the leadership for monitoring the quality of pupils' work are not robust enough.
89. The subject leader in history is satisfactory. The subject leader has recognised the need to improve standards and has introduced a new assessment programme. This is in its early stages but is already beginning to help the teachers to make better use of assessment to monitor how well pupils are progressing. There is no consistent assessment in place in geography because the leadership and management of geography lacks organisation.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject supports pupils' social, moral and personal development well.
- Good and growing use is made of visitors to develop awareness of different people's faiths and cultures.
- The more able pupils are not being sufficiently challenged and extended.
- Marking is not being used effectively to show the pupils how they can improve.
- Not enough use is made of ICT to support the subject.

Commentary

90. Standards are at about the level expected of the locally agreed syllabus in Years 2 and 6 and pupils' achievement is satisfactory. There is now a suitable balance of teaching about a range of different faiths and this is an improvement on the last inspection when that was a weakness. There are close links with personal and social education and the subject supports pupils' social and moral development well. Literacy is effectively supported through the subject and pupils are given opportunities to develop study and research skills and extended writing. The subject also supports the development of pupils' spiritual, moral, social and cultural development well.

91. Two lessons were observed and these, along with analysis of the pupils' work, indicate that teaching is satisfactory, with some good teaching seen. Lesson planning is satisfactory and teachers identify learning objectives but work is not targeted well to the needs of different pupils, which means that some of them, especially the higher attaining pupils, are not sufficiently challenged, particularly in Years 3 to 6. In a Year 5 / 6 lesson seen for instance, pupils were thinking about how different people have beliefs about creation that are different from or similar to Christians. The pupils were engaged in their work about what Jewish people are said to believe but opportunities were missed to allow the pupils to reflect and compare with their own experiences and feelings. Marking is often confined to ticks with an occasional comment which does little to show pupils how to improve and does not help to assess progress. Relationships are good and teachers have high expectations of behaviour. The pupils have a satisfactory attitude towards their work.
92. Leadership and management of religious education are satisfactory. The subject leader has monitored lessons and samples of pupils' work and has a good overall picture of the subject and what needs to be improved, though the action plan is fairly vague. Resources have been improved and are now satisfactory, with good use being made of the links with the local community secondary school. The need for more effective use of computers and other technology to support and develop religious education has been recognised.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

93. These areas of the curriculum were sampled, as they were not the main focus of the inspection and no lessons were observed. The limited amount of evidence meant that it is not possible to make a judgement about standards, the quality of teaching or the provision in these subjects
94. A broad curriculum is provided for **art and design** but there is less emphasis upon the teaching of **design and technology**. A review of pupils' work through the school shows that there are some good opportunities provided to practise and develop creative and making skills in other subjects such as history, religious education and music. Some Year 3 and 4 work exploring sound through colours is a good example of this. Art and design supports cultural development well, with pupils exploring work in various styles, including Monet, Cezanne, Toulouse-Lautrec, Picasso and Lowry. Awareness of other cultures is also well supported, for example in the exploration of Hindu Mendi hand patterns in Years 5 and 6 and the Australian aboriginal art in Years 3 and 4.
95. The art club is making a positive contribution to art in the school and the art club gallery has some high quality work on display. Work seen suggests that standards overall are satisfactory but there is little evidence of three-dimensional work being done.
96. The making aspect of **design and technology** is more advanced in Years 5 and 6 than elsewhere in the school. It is clear from the models seen in this class that the pupils are developing good skills in marking out and cutting resistant materials and that they are able to create wheels and axles that work. The school is aware where there are weaknesses in the processes for design and technology and that the pupils need to work more from their own designs and plans. Insufficient emphasis is placed upon the final finishing and evaluation of the items so that pupils have a complete understanding of what they have done and what they need to do next time to improve.
97. It is not possible to give firm judgement about overall provision for **music** because music lessons were only seen in two classes in Years 3 to 6 because of timetable arrangements.
98. A very good lesson was observed in Years 5 and 6 in which the teaching was very well planned. The pupils were engrossed in discussing the meaning of the words in the song "Sound of silence". Their achievement was very good and the pupils discovered more and more about the mood of the song and the connections between the meaning and inferences of the phrases and words. The pupils enjoyed the lesson and were very positive co-operating

well with each other. They were very willing and able to describe their own thoughts about the words.

99. In the other lesson in Years 3 and 4, the pupils' learning was satisfactory. They learned a new action song as part of their work on rhythm. Parts of this lesson were not well organised, however, and the pace of learning became slow.
100. The school encourages the pupils to learn the recorder and some also learn the clarinet and violin. Some of these pupils were heard enjoying their lessons and it is clear that they make good progress.
101. **Physical education** was not a focus for this inspection and only one lesson was observed. Insufficient evidence was seen to form a judgement about standards and teaching. The teachers' plans indicate that the curriculum follows national guidelines and meets the requirements of the National Curriculum. There are sufficient resources to support teaching and learning.
102. Pupils of all ages are encouraged to join in games and athletics after school and the school values the opportunities for pupils to participate in competitions with other local schools. The school has been awarded an Active Mark and is working towards the gold award. Pupils enjoy taking part in physical activities and are enthusiastic about their work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

103. No lessons were observed. The school promotes pupils' personal, social and health education very well and includes sex education, drug awareness and information on ensuring personal safety. The school follows the 'Health for Life' programme and use is made of 'circle time and 'golden time' to explore issues and award positive responses and behaviour. There is a strong emphasis on raising self-esteem and upon developing positive relationships and respect for each other. The success of this can be seen in the very good relationships and the positive attitudes and behaviour seen in all aspects of school life.
104. The School Council, residential trips with an emphasis on co-operation and team-building, links with the community and charity work are all seen as a part of and integrated into developing pupils' personal and social awareness. Links with the local police, road safety officers, the school nurse and regular visits by a Life Education caravan help make this development real and relevant.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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