

INSPECTION REPORT

BOTTESFORD JUNIOR SCHOOL.

Bottesford, Scunthorpe.

LEA area: North Lincolnshire

Unique reference number: 117727.

Headteacher: Mr A D West.

Lead inspector: Mr D J Halford.

Dates of inspection: 24 - 26 January 2005.

Inspection number: 271078.

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior |
| School category: | Community. |
| Age range of pupils: | 7 – 11 |
| Gender of pupils: | Mixed. |
| Number on roll: | 237 |
| School address: | Manor Road Bottesford Scunthorpe |
| Postcode: | DN16 3PB |
| Telephone number: | 01724 867906 |
| Fax number: | 01724 867906 |
| Appropriate authority: | The Governing Body. |
| Name of chair of governors: | Mr D A Thomson |
| Date of previous inspection: | 10 January 2000 |

CHARACTERISTICS OF THE SCHOOL

Bottesford Junior School is an average sized school, serving a wide and varied catchment area of a broadly average nature. There are 237 boys and girls on roll, aged between 7 – 11 years. Pupils enter the school at the age of seven. Most, but not all the pupils transfer from the Infant School which occupies an adjacent site. The majority begin with above average levels of attainment. A very small percentage of the pupils are from minority ethnic backgrounds, although none is at an early stage of learning English language. Almost 18 per cent have special educational needs and four pupils have statements of special educational need. These percentages are close to the national average. Pupil mobility is low.

The school has recently been awarded a Basic Skills Quality Mark and a Clean Air Award. In 2003 it was designated a Healthy School.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|--|
| 12908. | Mr D J Halford. | Lead inspector | English. English as an additional language. Art and design Citizenship. Music. Religious education (RE) |
| 19431. | Mr J D Holmes. | Lay inspector | |
| 32616. | Mr K R Crowther. | Team inspector | Science. Information & communications technology (ICT). Design and technology. Physical education (PE) |
| 22359. | Mrs J P Havard. | Team inspector | Mathematics Geography. History. Special educational needs. |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school, with many very good features, and striving for further improvement. It has demonstrated **good** improvement since its last inspection. Pupils achieve **well** overall, are cared for well and feel secure. Pupils' standards of work are **above average** in English, mathematics and science. The quality of teaching is **good** and this has a positive impact on the pupils' learning. The curriculum is strong, particularly in the core subjects, and supported by a good range of extra-curricular activities. The school is well managed and provides **good** value for money.

The school's main strengths and weaknesses are:

- The school provides a safe and secure environment for its children. The school has very high expectations of its pupils and relationships are very good. Pupils behave well.
- Pupils' standards of work are above average in English, mathematics and science. Pupils achieve well. Standards in ICT have improved significantly from the time of the last inspection.
- The quality of teaching is good overall. Pupils' individual progress is tracked with precision in the core subjects. This has a positive impact on pupils' learning. Aspects of marking and presentation of work need a more consistent application.
- The provision for pupils with special educational needs is good and this enables them to make very good progress in their learning.
- Leadership and management are good. The headteacher has a very accurate perception of the school's needs. The governors and senior managers have a good understanding of the strengths and weaknesses of the school. The monitoring role of subject leaders needs further development.

The school has made **good** progress since the last inspection and all the areas for development noted on that occasion have received attention. Pupils now have increased opportunities to write and the school's provision for information and communication technology (ICT) has been improved. This has led to an improvement in pupils' standards in this subject. Standards are now at the expected level. A new library extension has been built and reports to parents now meet statutory requirements.

STANDARDS ACHIEVED

Many pupils enter the school at the age of seven with standards in reading, writing and mathematics which are above average overall for their age.

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | B | C | A | A |
| mathematics | C | C | B | B |
| science | B | C | C | C |

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with a similar percentage of pupils entitled to free school meals*

Lesson observations and the scrutiny of pupils' work show that almost all pupils attain **above average** standards by the age of eleven. Setting procedures are established throughout the school in English and mathematics, and pupils of similar ability work together. Almost all pupils make good progress and achieve well. As a result, in the national tests for pupils aged eleven, most pupils attain above average standards in English, mathematics and science.

The spiritual, moral, social and cultural development of the pupils is good overall. They constantly show good attitudes to their work and behave well throughout the school. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good overall**. Teaching is good, and this has a positive impact on pupils' learning. Pupils' individual progress is carefully documented in the core subjects of English, mathematics and science. Teachers throughout the school question pupils well, manage them effectively and encourage them to work hard and develop their understanding. This good provision would be further improved by developing a more consistent application of the school's marking policy to enable pupils to take greater care with the presentation of their work and give them more regular indications of what to do next to improve.

The curriculum is good and particularly strong in the provision made to develop pupils' basic skills. Provision for the teaching of religious education is satisfactory through the school. A good range of extra-curricular activities supplement the curriculum, with a very good provision for sporting activities. The school provides a safe and secure environment for its pupils and supports them well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher is experienced and is providing very good leadership. He has the confidence of the governors and staff and is well supported by his able deputy. The governors are knowledgeable about the school and support it well. Curriculum leaders are knowledgeable about their subjects but need to develop their monitoring role further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the work of the school. Almost all pupils like being in school, feel secure and are happy.

IMPROVEMENTS NEEDED

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

- Develop further the monitoring role of subject leaders
- Ensure a more consistent approach to the marking of pupils' work to identify areas for further improvement and to encourage pupils to take greater pride in presentation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects.

Pupils' standards of work are **generally above average for their age** in the core subjects of English, mathematics and science. Pupils' levels of achievement are **good**.

Main strengths and weaknesses

- Pupils' standards in the basic skills of literacy and numeracy are above average and they achieve well.
- Pupils with special educational needs achieve very well throughout the school.

Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.5 (26.8) | 26.9 (26.8) |
| mathematics | 27.8 (27.4) | 27.0 (26.8) |
| science | 29.3 (29.3) | 28.6 (28.6) |

There were 67 pupils in the year group. Figures in brackets are for the previous year.

1. Most pupils enter the school at the age of seven having previously attended the adjacent infant school. Results of the national tests for seven-year-olds in 2004, and taken in the neighbouring school indicate that most pupils attain levels of skills in reading, writing and mathematics which are well above average. However, the infant school also feeds another neighbouring junior school and the intake to this junior school is from a significantly wider and varied area. The scrutiny of pupils' work from the start of Year 3, indicate that, whilst pupils' show a broad range of ability, the majority show above average standards.
2. Observation of lessons, the scrutiny of work and talking to pupils themselves indicates that most pupils attain standards which are above the national average in English, mathematics and science by the age of eleven. Attainment in English is very good in listening, and good in speaking, reading and writing. Taking into account the wide and varied area from which the pupils attend the school and the number of pupils with special educational needs, this represents a good level of achievement on the part of most pupils. Their good progress is substantially the result of consistently good teaching which has a positive impact on pupils' learning. The pupils are grouped according to their ability and this ensures that all are included effectively in lessons. The school has opened a new library since the last inspection which has improved literacy provision significantly.
3. Pupils' numeracy skills are good. By the end of Year 6, standards in mathematics are above the national average. These standards have been maintained since the last inspection. The National Curriculum test results for 2004 confirm that pupils make good progress and achieve well. Able pupils are challenged effectively and consequently achieve well.
4. Pupils' standards in science are above average. Scrutiny of work indicates that pupils' standards are rather better than their test results would indicate and pupils are achieving well. There is a good emphasis on developing pupils' experimental and investigative skills and pupils clearly enjoy their lessons in this subject. Pupils' achievement in science is good.

5. Standards in information and communications technology (ICT) were below average at the time of the last inspection. The school's provision in this subject has improved significantly since then and positive progress can be seen in pupils' work. Standards are now broadly in line with the average for the age of the pupils. The school is well set for further improvement in ICT. There is a well-appointed computer suite and each year group has access to additional computers either in classrooms or in the resource areas immediately outside. The introduction of Interactive whiteboards is also a positive addition to the school's resources. There is evidence that pupils are starting to use their ICT skills well in other subjects.
6. In all the other subjects where there was sufficient evidence to reach a judgement, pupils' standards of attainment were either above average or broadly in line with those expected for their age. There is evidence of above average standards in aspects of art and design, most notably in some high quality water-colour painting, in design and technology and in the wide range of sporting activities available for the pupils. In the other foundation subjects and religious education, pupils' standards are broadly in line with the average for their age.
7. Good provision is made for pupils with special educational needs. They receive good support, are included well in lessons and as a result they achieve very well in relation to their prior attainment. Higher attaining pupils achieve appropriately. The school is at an early stage of identifying gifted and talented pupils. Clear procedures are established to use recent performance in tests as a means of identification. There is no significant difference in the attainment of boys and girls in the standards of work seen in their books. The school has a very small percentage of pupils for whom English is an additional language, although none is at an early stage of English language acquisition. They also make good progress in their work and achieve well. They work at similar tasks to their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are **good**. Overall, pupils' spiritual, moral, social and cultural development is **good**. Attendance is **good** and pupils' punctuality is **good**.

Main strengths and weaknesses

- Pupils have positive attitudes towards school and they really enjoy their work.
- Relationships are very good throughout the school.
- Pupils' attendance is above the national average and is good.
- Pupils' social, moral, social and cultural development is good.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.5 | School data | 0.2 |
| 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.

8. Attendance is above the national average and is good. The level of unauthorised absence is broadly similar to the national average with parents good at notifying the school regarding absence and the school has good procedures in place to promote attendance and monitor patterns in pupils' absences. Registers are taken promptly and efficiently. Almost a quarter of the total absence is due to parents taking their children on holiday in term time, often

because of work commitments. The school discourages this and is working with the Local Education Authority to improve matters.

9. Pupils really enjoy school and they have good attitudes to learning. They generally work very well together and have a very good level of trust in the adults in the school. Pupils feel that they can discuss problems with members of staff and that problems are dealt with promptly. Relationships are very good. Their behaviour in class and around the school is good, with the staff managing any problems well. Pupils report that some bullying had taken place in the past but there was little or no bullying now with any incidents dealt with quickly and effectively. No oppressive behaviour was observed during the inspection.
10. Pupils with special educational needs and those from minority ethnic backgrounds are valued and included in the life of the school so they share the same positive attitudes to the school as their peers. They respond well to the support they receive and are generally keen to learn. Their achievement is very good because of the help they receive from learning support staff.
11. Pupils are given good opportunities to develop their spiritual, moral and social awareness in many areas of the curriculum. Their cultural development is less well developed in preparing pupils for life in a multi-cultural society. The school does raise pupil's awareness of the differing cultures through topics and stories in assembly and one pupil brought in a sari to show fellow pupils. The school warmly welcomes visitors and the staff and pupils are very friendly and courteous towards them. The pupils study different religions but have not visited their places of worship or celebrated festival other than the Chinese New Year.
12. The whole school assemblies very effectively raise moral issues and moral messages are given in many lessons. The school has taken part in many charity fund raising events including one to assist a school in Gambia. The recent tsunami was used to raise awareness of the effects of environmental disasters on people's lives. Pupils know what is right and wrong and that they have choices to make.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching and learning are **good** and the quality of the curriculum is **good**. Pupils receive **good** levels of care.

Teaching and learning

The quality of teaching is **good**, overall. This has a positive impact on the learning of the pupils. Assessment of pupils' progress is **good**.

Main strengths and weaknesses

- Teaching is good overall. The school has maintained this standard from when it was last inspected.
- Teaching of pupils with special educational needs is good.
- Teachers question pupils well, plan effectively, manage pupils well and promote good behaviour.
- There is evidence of high quality marking of pupils' work. This good practise needs to be consistently applied through out the school.

Commentary

Summary of teaching observed during the inspection in 34 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 | 5 (15%) | 21 (62%) | 7 (20%) | 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.

13. The quality of teaching is good overall. Teachers working in the same year group plan and work together well. This leads to a good match of work undertaken by pupils working in parallel classes. The setting of pupils in each year group for lessons in English and mathematics enables pupils of similar ability to work together well. Teachers question pupils effectively, manage pupils well and are good at promoting high standards of behaviour. Pupils' basic skills are well taught, leading to good levels of achievement throughout the school. There is a high proportion of good or better teaching throughout the school. This contributes well to pupils' learning. In the one lesson seen where teaching was unsatisfactory a minority of pupils were insufficiently engaged to their work and distracted others from their task.
14. Throughout the school pupils work well in groups. They listen well and are attentive. They regularly discuss well in pairs and groups of three. They collaborate effectively together and are frequently seen to be willing to share their ideas with each other.
15. The teachers and teaching assistants make every effort to support pupils with special educational needs and they do this well. The setting arrangements for both literacy and numeracy allow for differentiated teaching and resources to be used effectively. The teachers have full responsibility for the implementation of the individual education plans. The teaching assistants are knowledgeable and provide valuable support either working with pupils on an individual basis or working with groups. The school also employs an outreach support teacher who monitors the effectiveness of these arrangements through formal and informal meetings with the special educational needs coordinator and support staff. He also works with individual pupils on a weekly basis. All staff have copies of important information, including individual education plans (IEPs) and are involved in pupil reviews.
16. There is evidence of very high quality marking, particularly in Year 3 and Year 6. It is detailed and very thorough. It gives pupils a very good indication of what is needed next to improve their work and encourages them to take a real pride in what they produce. This is very good practise and needs to be applied with greater consistency across the school.

The curriculum

The curriculum is **good overall**. There are **good** opportunities for enrichment. Accommodation and resources are **good**.

Main strengths and weaknesses

- Provision for the development of pupils' literacy, numeracy and scientific skills is good.
- Provision for pupils with special educational needs is good.
- Planned activities and events enrich the basic curriculum
- There is very good participation in sporting activities
- The accommodation is attractive, well maintained and has improved since the last inspection.

Commentary

17. The school provides well for pupils in the core subjects of English, mathematics and science by teachers who are knowledgeable and effective.
18. The school is fully inclusive for all its pupils. Provision for the pupils with special educational needs is good throughout the school. All the pupils have access to the full curriculum. The pupils are often grouped according to ability, including setting for literacy and numeracy. The school encourages social and educational inclusion for all its pupils, ensuring equality of access and opportunity. There is a strong emphasis on catering for their needs within the planning of the lessons and in groupings. An up-to-date list of pupils with special educational needs is kept. However, this does not include information about the pupils' specific needs.
19. The school provides a good programme of extra-curricular activities which enrich the basic curriculum. For example, Year 6 pupils go on residential field visits to Keld and Sheringham in alternate years, linking well with geography and history. Teachers ensure that a good personal and social development programme is built into the visit.
20. At lunchtime and after school, teachers run a variety of clubs for sport and the arts. Sport is catered for very well with an impressive number of pupils competing in sporting competitions for the school. By the end of Year 6 over 90% of the pupils have represented the school in sports as diverse as cross country running, football, netball, cricket and indoor hockey. Pupil representation in school sport is a feature in all year groups. The school benefits from its involvement in the local school sports federation and that the subject leader is the chairperson of the organisation. Other clubs include French, art and a variety of music groups.
21. The accommodation is very good and has been improved since the last inspection. The school has built a new library and a computer suite. Both rooms are well used and have a good impact on teaching and learning. The school provides stimulating, well-organised and well-maintained accommodation in which pupils learn well.
22. The curriculum is regularly monitored and evaluated on a systematic basis. Long term plans are in place for all subjects and the curriculum is being developed and adapted to take account of new initiatives and research. Of particular effect is the 'Teach Outside Your Box' programme which is being well used by the school to provide curriculum materials to ensure cross curricular links between subjects. This is working particularly well for design and technology.

Care, guidance and support

Provision for the care, guidance and support of pupils is **good**. Relationships between staff and pupils are **very good**.

Main strengths and weaknesses

- The relationships in the school are very good.
- The school takes good care of its pupils and this is evident in all aspect of the school's work.
- The level of support, based on monitoring is good.
- No formal process to consult pupils.

Commentary

23. The headteacher and the staff have the best interests of all pupils at the heart of school activities. Governors and staff work together to ensure that the school grounds and buildings are safe and secure. All statutory testing of equipment is carried out. The school is maintained and cleaned to a good standard. Effective child protection arrangements are in place with the headteacher the named person. The head and his deputy have had recent training and training for other staff is due to be updated.

24. Pupils feel very confident that they can approach members of staff with a problem and get good help. The use of the homework diary gives parents the opportunity to communicate with the teacher on any concerns about homework. The induction procedures for new pupils are being developed with the head teacher and the Infant school head teacher collaborating on issues of mutual interest.
25. The school helps pupils to become confident and generally self-assured by the time they leave school. This is because of a good programme of personal, social and health education and a strong emphasis on social and moral issues showing pupils right and wrong. The pupils have an effective residential trip, which they look forward to help develop independence. Pupils take responsibility for tasks around the school and take responsibility for the tuck shop. Pupils in year 6 act as Playground Buddies to look after and help younger pupils who may have a problem.
26. Pupils with special educational needs and those from minority ethnic backgrounds are supported well through good programmes of work and good help from teachers and support staff. The school does not have a school council to give pupils a formal mechanism to communicate ideas about how they would like to improve the school.

Partnership with parents, other schools and the community

The school has **sound** links with parents and the community. It has **good** links with other schools

Main strengths and weaknesses

- The parents are positive about the school.
- The school has good links with other schools.
- The school has good arrangements for the transfer of pupils.

Commentary

27. Responses from the parental questionnaire and the parents' meeting indicate generally a positive support for the school. A minority of parents felt that the school did not keep them sufficiently informed about progress and that there was a problem with bullying and harassment. There was no evidence of unacceptable behaviour during the inspection and the range of opportunities available for parents to consult staff about their children's progress is broadly similar to most schools.
28. There are appropriate levels of consultation with parents. The school provides parents with termly newsletters, which gives details of what has happened and what is happening and regular updates for specific events. The school holds two consultation evenings with the option of a third if requested. The annual report on pupils' progress gives a clear picture of the work that the child can do but it does not include clear targets for improvement. The targets have been included in a separate report that includes behaviour and attitudes to work. This is relatively new and is being developed. Pupils reported that there was little or no bullying now but some had occurred in the past. Any incidents are dealt with quickly and effectively.
29. The school prospectus and governors' annual report to parents fully meets the requirements and are helpful and informative. The school takes seriously any issues of concern from parents and the head teacher and staff are available to discuss concerns with parents. Those parents who returned the questionnaire unanimously agreed that teachers expected the children to work hard and do their best. The parents are informed of the setting of individual education plans and the targets are shared with them but they are not involved in the setting of targets. The school does not have a parents association but parents are very willing to contribute to fund-raising both for the school and for charity.

30. Good links exist with the receiving schools, which help to promote a smooth transition and minimise disruption to the pupils' education. Teachers from the secondary school visit and the pupils have a day's induction to help them become accustomed to the school with ex pupils talking to them to help transition. The links are strengthened by developing the specialist school links with French as part of the curriculum and the operation of a French club.
31. The school provides work experience placements for a number of schools and also has student placements and initial teacher training placements. The links with the infant school are developing with cooperation on shared matters of interest. The links with the community are satisfactory and include links with the church and through some charity fund raising. The school worked with a local company on international relief and with the Salvation Army. The school enjoys some local sponsorship from stores for the school sports day and other events.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher provides very good leadership and has a clear vision for the future of the school
- Governors know the strengths and weaknesses of the school well: they provide good challenge and support to the senior management team
- Finances are managed efficiently
- There is good provision for the monitoring of performance data
- The monitoring role of subject leaders needs further development.

Commentary

32. Leadership of the school is good overall. The quality of the leadership of the headteacher is very good and that of other key staff at the school is good. There is a clear sense of purpose and direction and a drive for further improvement. The headteacher has the confidence of staff and governors and is well supported by them. Pupils speak very positively of their headteacher. They believe him to be fair and look forward to his lessons, which many describe as containing fun and enjoyment.
33. Management of the school is also good. Staff are clear about their roles and responsibilities, although some subject leaders are new to their areas of responsibility. The appraisal of teachers' performance is linked appropriately to their training needs and to priorities identified in the school improvement plan. This is leading to improved provision, and in turn to the maintenance of high standards.
34. As a way of maintaining standards in literacy and numeracy, better procedures have been introduced for tracking pupils' progress and analysing their performance as they move through the school. Good use is being made of this information.
35. The monitoring role of subject leaders needs further development. Whilst some subject leaders are new to their responsibilities, others are experienced and well-established in their roles. More opportunities need to be created to enable subject leaders to have a more comprehensive grasp of the strengths of the subject they are leading and a clearer picture of progress towards identified areas of development.

36. Governance of the school is good and is helping to shape the direction of the school. Governors have a good awareness of the strengths and weaknesses of the schools and the aids and barriers to learning. They ensure that statutory responsibilities are met.
37. Provision for pupils with special educational needs and those pupils from ethnic minority backgrounds is a high priority in the school. The special educational needs coordinator leads this area very well, with expertise and enthusiasm. Working with the teachers and external agencies, she is very effective in identifying the needs of these pupils. She provides valuable support to the teachers and teaching assistants, ensuring they are well informed and have the necessary training. Very good recording systems are in place to monitor pupils' progress.
38. The school's finances are managed prudently and well. Where large balances can be seen in the past financial records this is because significant projects, such as the creation of a car park, the establishment of an ICT suite and the building of a library have been undertaken in one financial year and paid for in the next. The approach to financial management is good and helps the school to meet its educational objectives. The principles of best value are applied well. Governors use information about pupils' performance well to assess the effectiveness of their spending.
39. Overall, the leadership and management of the school have maintained the good position reported when the school was last inspected.

Financial information

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|-----------|-------------------------------------|-----------|
| Total income | £ 637 554 | Balance from previous year | £ 106 863 |
| Total expenditure | £ 616 244 | Balance carried forward to the next | £ 21 310 |
| Expenditure per pupil | £ 2 600 | | |

40. In the light of the budget afforded to the school and its overall performance in managing and using the resources available to it, the school gives good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' standards in English are above average.
- The quality of teaching and learning is good.
- Pupils' listening skills are very good.
- Pupils achieve well.
- Pupils use their literacy skills well across the curriculum.

Commentary

41. Overall, pupils' standards of attainment in English are above average by the age of eleven. Test results from 2004 indicate that standards are well above the average when compared with similar schools. By the age of eleven, almost all of the pupils gained the expected level for their age, and over one-third gained the higher level. Attainment on entry to the school covers a wide range of literacy skills and, although a good number of pupils start school with above average levels of skill, in order to maintain the progress they do, pupils' achieve well. Substantially this is due to the good quality of teaching they receive which has a positive impact on their learning. Above average standards have been maintained since the last inspection, except in 2003 when standards dipped a little.
42. Pupils' listening skills are very good. Throughout the school most pupils listen intently in lessons and can sustain their listening for long periods of time. Pupils' speaking skills are not developed to the high quality of their listening, but they are good. The school has a very small percentage of pupils with English as an additional language. They are supported well and achieve well.
43. Pupils' reading skills vary widely, from those who are confident readers to those who read with a limited degree of fluency and expression. Overall, standards in reading are good. The new school library, opened since the last inspection, as a result of an identified area for improvement, is of good quality. It is well resourced and is a very good addition to the school's provision for literacy.
44. Attainment in writing is above average. The scrutiny of pupils' written work shows that some younger pupils are secure with sentence structure and punctuation and some are beginning to use increasingly detailed descriptions. Older pupils produce good quality writing, and they have a wide and varied range of opportunities to use their developing skills. Pupils' achievement in writing is good.
45. Pupils with special educational needs and the pupils for whom English is an additional language are included well and generally make good progress in their learning. They are well supported by caring, knowledgeable and well-informed staff.
46. Teaching and learning in literacy lessons are often good, and sometimes very good. Teachers are confident in their teaching of literacy, ask challenging questions and manage the pupils well. One area for improvement is a more consistent approach to the marking of pupils' work, so that the pupils themselves know what they need to do next to improve their work. Some marking is very detailed and gives pupils clear information for improvement.
47. The management of English is good. The co-ordinator is experienced and knowledgeable and has a clear view of the strengths and weaknesses of the subject. There is a need to develop further the monitoring role of subject leaders throughout the school, and this improvement is needed in this subject which is central to so much of the work of the school.

Language and literacy across the curriculum

48. The National Literacy Strategy has been implemented well and adapted successfully to support effective learning. Overall, pupils have good opportunities to use and develop their good quality literacy skills in other subjects of the curriculum. There are good, well-planned examples of this on ICT and in science, where pupils express themselves well and give clear written evidence of their understanding.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are above the national average and pupils achieve well by the end of Year 6.
- The subject is very well led and managed.
- Provision for pupils with special educational needs is good.
- Marking does not always give pupils a clear picture of how well they are doing or what they have to do to improve.
- There is inconsistency across the school in the presentation of work.

Commentary

49. By the end of Year 6, standards in mathematics are above the national average. The national test results reflect this and show that standards are above those of similar schools. These high standards have been maintained since the last inspection. The National Curriculum test results for 2004 confirm that pupils make good progress. Standards for the present Year 6 are above expectations and the pupils are achieving well. They are also showing good improvement when comparing standards now with their attainment at the end of Year 2. However, year groups vary from year to year. Standards in the current Year 5 are closer to the national average. This is mainly due to this year group having a higher number of pupils with special educational needs. Pupils achieve well throughout the school. Able pupils are challenged and consequently achieve well. Where extra support is provided those pupils with special educational needs make good progress and their achievement is good.
50. By the age of 11 pupils have a good understanding of the number system. Computational skills, both oral and written are good. Most pupils are competent in using decimals, fractions and percentages and in applying their knowledge to work out solutions to new problems. Pupils know about symmetry and have a good understanding of shape and can use the appropriate strategies to measure angles competently. They also use mathematical language correctly, such as vertex, angles and degrees.
51. In the lessons observed teaching was good overall and this had a positive impact on pupils' learning. Carefully planned lessons, often of a practical nature, capture pupils' interest and enthusiasm. Good questioning is used well for staff to ensure that pupils' understanding is secure, and teaching assistants support teachers very well when working in the classrooms. There is a good emphasis on the use of correct mathematical vocabulary.
52. Setting arrangements are working well overall. However, where teaching is less effective there is insufficient differentiated work, especially for the more able in the lower groups. This was particularly noticeable in a lower ability group where a lack of extra adult support restricted the teacher's ability to cater for the wide range of needs.
53. The school has clear and effective procedures for assessing pupils' achievement and progress. Systems to track pupils' progress throughout the school are developing well. A detailed analysis of test results has led to the development of clear targets in, for example, data handling. Pupils' work is always marked and comments are generally positive. In some

classes teachers' comments are constructive and say what pupils have achieved. However, the quality of marking lacks consistency and does not always tell the pupils what they need to do to improve their work. There is also an inconsistency in the presentation of work.

54. The subject is led and managed very well by a new leader, ably supported by the headteacher. She leads with enthusiasm and commitment, demonstrating good subject knowledge and expertise. She is working hard to raise standards. Monitoring and assessment of test results have taken place. In the last six months, since taking over full responsibility, an analysis of test data has led to the introduction of individual group targets specifically linked to areas of concern. The subject leader has a clear action plan with a focus on improving pupils' achievement throughout the school. The subject leaders' role needs developing further to include opportunities to monitor teaching and learning.

Mathematics across the curriculum

55. Pupils often use and consolidate their mathematical skills in other subjects. For example, they read and make charts and graphs in science and measure materials in design and technology. However, opportunities tend to occur incidentally rather than through systematic planning. Insufficient opportunities are provided for the pupils to use information and communication technology to support learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in this subject
 - Standards attained in science are above average.
 - Scientific enquiry is catered for very well.
 - The subject leader has a good overview of the subject but would benefit from opportunities to monitor and evaluate teaching and learning and scrutinise pupils' work.
56. Good teaching in science across the school enables pupils to make good progress. Teaching and learning are good overall. In pupils' work scrutinised from Year 6 very good examples are evident of well planned cross curricular work, which was very well matched to different pupils needs. In particular an experiment to show how far an elastic band stretched when weights were hung on it involved the use of graphs, computers and art work, allowing pupils to make good links with different areas of their learning. Standards are above average and pupils achieve well.
57. Pupils are encouraged to learn specific scientific vocabulary and use investigational skills. Very good opportunities are provided for the development of scientific enquiry. There is a systematic approach to the teaching of planning, obtaining and presenting evidence and evaluating results throughout school. Pupils are confident with the scientific method and scientific approach and use words and phrases such as, 'what I was trying to find out...how I made my test fair...what this tells me.' Pupils demonstrate a clear understanding of the principles of fair testing –such as in a Year 4 lesson involving the understanding of friction acting as a force.
58. There are good examples of exciting and stimulating science work. In a lesson seen on decay and micro-organisms in Year 6 good cross curricular links were developed between science, art and mathematics. In Year 5 pupils have undertaken a range of interesting experiments involving air, smells and evaporation. The experiment on smells involved timing how long it took for smells to travel through air.

59. Assessment information is used well when it identifies what pupils need to do in order to improve, as in work seen in Years 5 and 6. Marking is effective when challenging targets and questions are posed – as in examples found in Year 6 work, with comments such as ‘Why do you think?...what do you think this could be? These examples of good practise are not applied consistently through the school.
60. Leadership and management of the subject are good. The subject co-ordinator has good subject knowledge of the subject and is enthusiastic about pupils making progress in this area. He has identified appropriate and realistic priorities for improvement. Subject planning is reviewed in the light of pupil and subject need. The subject co-ordinator has had limited opportunity to monitor the quality of teaching and learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision of ICT resources has much improved since the previous inspection.
- Pupils’ attain standards by the end of Year 6 which are as expected for their age, and this also represents a good improvement from the last inspection.
- The subject is well led, helping all staff to gain in confidence when dealing with the subject.
- Better use could be made of ICT across the curriculum
- The monitoring role of the subject leader needs further development.

Commentary

61. Pupils are being effectively taught a full range of ICT skills and by the end of Year 6 their standards are in line with those expected for their age, as confirmed by end of unit assessments. They have opportunities to develop their work across a full range of activities in the newly installed Computer suite and learn to make good use of the Internet. In most classes teachers build on the experiences that pupils have gained at home when they use their own resources.
62. Pupils are clear about what is expected of them before they enter the computer suite. There is little time wasted with teachers making sure that pupils are able to maximise the time they have in front of the computers. Work is carried out at a demanding pace with teachers making full use of demonstration on the interactive whiteboard, thereby helping pupils understand what is expected of them. The Internet is used for research work by pupils leading to displays such as the ‘What’s in the News’ display outside Year 4.
63. Confidence levels are high amongst pupils and there are good levels of co-operation when they need to share resources, as was noted in one Year 6 class. The lessons seen in the computer suite capture pupils’ interest and they enjoy the challenges that are posed.
64. The subject leader knows the strengths and weaknesses of the subject and she works effectively to help drive improvement in the subject forwards. Current priorities have been outlined which include work on control technology, further training for staff and the introduction of interactive whiteboards into classrooms. The role of the subject leader would be enhanced by more opportunities to monitor and evaluate pupils’ work.

Information and communication technology across the curriculum

65. There is some use of ICT across the curriculum. More opportunities could be taken to use computers during lessons in classrooms and in adjacent resource areas to accelerate pupils’

learning. During registration, good use of computers was seen with pupils using a spelling program in Year 5 and a science assessment program in Year 4. However, some opportunities for meaningful computer use are missed in lessons. Good links are being made with design and technology and there are good examples of pupils' work from Year 6 involving fairground models and other designs.

HUMANITIES

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- The curriculum covers the requirements of the local agreed syllabus for Religious Education
- The subject leader is new to the role. She has a good level of experience and a clear vision for the development of the subject.
- The subject contributes well to collective worship and the ethos of the school
- Literacy skills are used well.

Commentary

66. Standards of attainment throughout the school are in line with the requirements of the locally agreed syllabus and pupils achieve satisfactorily. Pupils understand the key features of Christianity and other major world religions. Pupils are beginning to discuss spiritual and philosophical issues well, as was seen in a lesson when pupils in Year 4 discussed the differences between 'wants' and 'needs'.

67. In Year 3 there is strong evidence of applying skills in writing to the subject. Pupils write with sensitivity and empathy in response to a poem following the recent tsunami disaster. Information and Communications technology is used to enhance work on special places by researching information.

68. The co-ordination of the subject is satisfactory. The subject leader is new to the role but has secure knowledge of the requirements of the subject and a strong vision of the contribution a high profile of religious education will make to the life of the school and its community. Plans for further development are in place. The subject leader needs to develop more opportunities to monitor the subject by analysing work and reviewing pupils' progress over time. Resources are good.

69. The subject is supported by some visits to local churches and links with church leaders who visit the school. The status of the subject is increasing and a religious element is included in collective worship. This contributes to the ethos of assemblies and the school.

History and geography

70. History and geography were sampled. Not enough work was seen in **history** to allow an overall judgement to be made about provision. In the one lesson seen in Year 3, good questioning techniques and good use of resources allowed pupils to demonstrate a secure knowledge of the Ancient Greeks, demonstrating standards beyond expectations. Pupils were well behaved and very keen to learn. From a scrutiny of work there is every indication that standards are at least in line with those expected by Year 6, the more able achieving standards beyond expectations for their age. During a discussion with pupils from Year 6 they demonstrated a secure knowledge of historical facts, including an understanding of the periods of history they had studied, including the Tudor period. Visits complement history well. For example, the pupils recalled with obvious enthusiasm their visit to Normanby Hall where they had an opportunity to take part in Victorian role-play. The curriculum covers a

suitable range of topics, linking history with other subjects whenever possible. For example, when studying life since the 1930's, the pupils used their ICT and literacy skills very well to research the life of John Lennon.

71. Only two lessons were seen in **geography** and there was insufficient evidence to make an overall judgement on teaching or on standards and achievement. However, from the evidence available an appropriate range of topics has been covered and standards attained are broadly average. Good use is made of national guidelines in curricular planning and learning is enhanced by visits out of school. For example, the annual Year 6 residential visits are used well to enhance pupils' geographical skills. During a discussion with Year 6 pupils they were able to recall information on the work they had covered, including studies of rivers, the immediate locality and their visit to the Discovery Centre at Cleethorpes in Year 5. Geography is closely linked to other subjects, especially history. For example, the pupils in Year 3 are studying life in Greece as part of their Ancient Greek history project. The subject leader is making every effort to make the teaching of geography more exciting. For example, the introduction of a termly Weather Watch Week, supported by Powergen, is providing opportunities to develop an interest in learning.
72. Both history and geography are led and managed well by the same subject leader. She is enthusiastic, knowledgeable and has an understanding of the priorities to raise standards in both subjects. She has already completed an audit of provision and produced an action plan for future development. However, there is no provision for monitoring of standards through scrutiny of work or observation of lessons. The assessment of pupils' progress also needs to be developed further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. During the period of the inspection, insufficient lessons in **art and design** were seen to make an overall judgement of the quality of teaching and learning. However, examples of past work were sampled from the good quality portfolio which was available. From this it is possible to judge that the overall standards of work are above average. Wall displays show good progression in art skills between Year 3 and Year 6. Pupils' responses to a residential visit to Keld in North Yorkshire produced water-colour paintings of particularly good quality. The subject is managed by the headteacher, who has a clear understanding of the subject, knows its strengths and weaknesses and has a clear plan to maintain the current high standards. The subject is well resourced.
74. Insufficient **music** lessons were seen during the inspection to provide a sufficient evidence base upon which to judge the overall standards or quality of teaching and learning.
75. The quality of singing in assembly is satisfactory and pupils sing in time and in tune. They are attentive throughout and sing well when the songs are appropriately pitched within a comfortable range for the children's voices. Good listening skills, promoted well, contribute positively to the progress pupils make in music. A small number of pupils have the opportunity to play string and woodwind instruments. The music co-ordinator is experienced but new to her subject leadership role. She is developing an effective picture of the strengths and weaknesses of current provision. Coordination of the subject is satisfactory.
76. As only a limited number of lessons were seen in **physical education** the judgements are based on discussions with staff and pupils, together with observations of extra-curricular sporting activities. From this it is not possible to make an overall judgement of standards or pupils' overall achievement. However the standards seen in extra-curricular activities was good. Physical Education is seen as an integral and important part of school life, giving school a strong sense of cohesiveness. Pupils thoroughly enjoy the extensive sports provision and use the skills they have been taught in lunchtime activities. The school has a strong sporting tradition. The subject leader is very conscious of the importance of sport to the life of the school. Pupils have very positive attitudes and they work well in small or larger groups and there are very good levels of co-operation.

77. Whilst no lessons were observed in design and technology work that had been completed was of an above average standard. The school's thorough planning format enables pupils to generate good ideas and designs. The good resource bank enables pupils to undertake a wide range of work. There is very effective use made of techniques and tools. This is evident in the high quality of work on display throughout the school, which includes models with cams and fairground rides involving motors.

78. The personal skill level and enthusiasm of teachers is helping to raise the performance of pupils. Teachers effectively use design and technology as a vehicle to enhance work in other subjects such as mathematics and science. Pupils take a sense of achievement and pride in their work, which is well displayed. Their understanding is enhanced by the subject leader's knowledge. The subject leader is effective in giving design and technology such a high priority and there is a good understanding about the school's strengths and future development points.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good policy is in place and is consistently followed.
- Good links are made through a range of other subjects.

Commentary

79. The school has made good provision for the teaching of personal, social and health education and citizenship. It has used this provision to promote its good ethos well and to contribute positively to pupils' openness in discussion about their views. The subject is well supported by the school's policy and curriculum planning for personal, social and health education and the external expertise which is used well.

80. Personal, social and health education opportunities are enhanced by work in other subjects such as English in which pupils use their speaking and listening skills well. In one Year 4 lesson, pupils considered purposefully the difference between wants and needs and they were able to articulate the differences effectively.

81. The school does not yet have a school council which would be a positive addition to this overall provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 3 |

| | |
|--|---|
| Value for money provided by the school | 3 |
|--|---|

| | |
|-----------------------------------|----------|
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 3 |
| 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 | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| 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 |

| | |
|--|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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