

INSPECTION REPORT

Boston Staniland Primary School

Boston

LEA area : Lincolnshire

Unique Reference Number : 120503

Inspection Number: 183200

Headteacher : Mr P D Long

Reporting inspector : Mrs C E Waine
23081

Dates of inspection : 11th - 15th October 1999

Under OFSTED contract number: 707577

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Community
Age range of pupils :	5 to 11
Gender of pupils :	Mixed
School address :	Peck Avenue Boston Lincolnshire PE21 8DF
Telephone number :	(01205) 365527
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mrs K Lawson
Date of previous inspection :	29 th April – 3 rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs C Waine, RgI	Science	Attainment and progress
	Information technology	Teaching
		Leadership and management
Mr M Hammond, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs B Magson	Mathematics	Pupils' spiritual, moral, social and cultural development
	Music	The efficiency of the school
	Religious education	
Ms I Travis	Provision for the children under five	Staffing, accommodation and learning resources
	Art	
	Design and technology	
	Physical education	
	Equal opportunities	
	English as an additional language	
Mrs M Vallis	English	Curriculum and assessment
	Geography	
	History	
	Special educational needs	

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MAIN FINDINGS

What the school does well

- .At age eleven, pupils achieve high standards in mathematics and science and work in art, design and technology, geography, history and physical education is better than is usually found.
- .High quality leadership by the headteacher and governing body and the teamwork of the whole staff are major strengths of the school. They provide a very good learning environment committed to high standards. There are high quality relationships throughout the school.
- .The quality of teaching is good and often very good. There is very good use of specialist teaching in mathematics, science and information technology, which is promoting very good progress.
- .The teaching and the curriculum for the children under five are good and they make good progress.
- .Provision for the pupils with special educational needs, including the potentially higher attaining pupils is very good and they make good progress.
- .Provision for pupils with English as an additional language is very good and they make good progress.
- .Provision for pupils' spiritual, moral, social and cultural development is a strength of the school.
- .The school uses its financial resources efficiently.

Where the school has weaknesses

- There is an inconsistent approach to the teaching of handwriting and spelling and the presentation of work in books is often untidy. This has an adverse effect on the standards attained, particularly in Key Stage 2.
- I.The school library is not easily accessible and there is an insufficient range of books to provide opportunities for the development of more advanced reading skills and personal research. This limits progress in reading, particularly for those pupils who are higher attainers.

The school's many strengths far outweigh the weaknesses but these will form the basis of the governor's action plan.

How the school has improved since the last inspection

The school has made very good progress, overall, towards addressing the issues of the last inspection.

- II. A new and very effective planning system is in place which provides clear objectives for children's learning. Time is well used and pupils undertake a range of challenging activities, particularly in independent investigations in mathematics and science. There are regular assessments of pupils' attainments and the information gained is used well in planning for groups and individuals.
- III. The school development plan has evolved into a very clear and useful document to which the whole staff and governing body contribute. Responsibilities are clearly allocated, timescales are set and progress is regularly evaluated to check the success of decisions and action taken.
- IV. The school was successful in raising standards of attainment in Key Stage 1, following the last inspection, and has maintained them for the past few years. There is no significant difference in attainment between girls and boys and this is carefully monitored.
- V. The provision for special educational needs is now very good throughout the school. Very good provision is also made for pupils who are potentially higher attainers in mathematics and science.
- VI. Although the governing body now includes a statement on special educational needs in its annual report to parents it does not have a statement on the school's policy for the disabled.
- VII. The school library is still inadequate in providing a wide range of opportunities for individual reading and research.
- VIII. The school has recently made several new and significant improvements in its commitment to raising standards further:

- the introduction of specialist teaching of mathematics and science in some year groups;
- the formation of a specialist information and communication technology suite where skills can be taught directly to the pupils.

The school has earned the Quality Mark of the Basic Skills Agency for its work.

The policies and procedures that the school has put into place put it in a strong position to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
English	B	B	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	C	C	
Science	B	B	

In comparison with all schools and with those with a similar intake, attainment was above average in English and science and average in mathematics at age eleven, when pupils leave the school. In the national tests in 1999, the proportion of pupils attaining levels expected at age 11, remained the same in science, fell in English and rose in mathematics. No national figures are yet available for comparison, but this represents good progress for many of those pupils, whose Key Stage 1 assessments in reading, writing and mathematics caused concern at the time of the last inspection. Inspection evidence shows that attainment in mathematics and science is rising, with most pupils working at the level expected and many exceeding this level. In English, attainment is in line with the expected level. Children under five make good progress and reach the levels expected at age five. At the end of Key Stage 1, attainment is above the level expected in mathematics and in line with expected levels in English and science. In information technology attainment is in line with the level expected at the end of both key stages but specialist teaching is now providing for rapid progress in pupils' use of computers across the curriculum. In religious education, pupils attain at levels in line with those of the Local Agreed Syllabus at the end of both key stages. Pupils' work in art, design and technology, geography and physical education is better than that of most pupils at ages seven and eleven. Work in history is similar to that of most pupils in other schools at age seven and better than most at age eleven. Pupils' work in music is similar to that of most other pupils at seven and eleven.

- Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
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English	Good	Good	Good
Mathematics	Good	Good	Very Good
Science		Satisfactory	Very good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

Of 87 lessons observed teaching in 97 per cent was at least satisfactory. In 49 per cent it was good, in 17 per cent it was very good and in 6 per cent it was excellent. In three per cent of lessons, teaching was unsatisfactory and these lessons were all in Key Stage 1. All teaching seen in Year 4 was at least good. Specialist teaching in mathematics, science and information technology is of high quality.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

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- **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils have good attitudes to work and their behaviour is good.
Attendance	Satisfactory – in line with national averages.
Ethos*	There is a very good learning environment with a commitment to high standards. Relationships are very good.
Leadership and management	A major strength of the school. There is excellent leadership by the headteacher and governing body and a high quality of teamwork by the whole staff. Most statutory requirements are met but there is no statement on policies for disabled pupils in the governors' annual report to parents.
Curriculum	There is a good, broadly-based curriculum both for the children under five and for the pupils in both key stages, with appropriate priority placed on literacy and numeracy. It provides well for equal opportunities and personal development. Very good assessment procedures are used well to plan and target groups and individual pupils. There are some inconsistencies in the assessments of the nursery and reception classes. An excellent programme of extra-curricular clubs enhances pupils' wider development.
Pupils with special educational needs	There is very good provision for the pupils who have special educational needs. Their support staff are very well informed and make a significant impact on progress for these pupils. Provision for other pupils who are potentially lower or higher attainers is also very good. Although they are few in number, the provision for pupils with English as an additional language is very good and they make good progress. The way in which the school targets pupils for extra support is a strength.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral and social development is very good and for cultural development is good. These areas are strengths of the school.
Staffing, resources and accommodation	Very good levels of staffing with a wide spread of expertise, which is well used. Accommodation is satisfactory but the library is inconveniently placed. Resources are satisfactory, overall. The lack of a well-equipped library hinders the development of library and personal research skills and restricts opportunities for reading a wide range of fiction. Dictionaries and

	thesauri are under-used to support spelling. Computers are under-used in some classrooms, particularly in Literacy and Numeracy Hours.
Value for money	Taking into account the low expenditure per pupil, the standards of attainment on entry and those attained when pupils leave the school, the quality of education provided, particularly teaching and the very good relationships, the school gives very good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

- **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • Parents are pleased with the standards of work and the progress pupils make. • The school is approachable and encourages parents to play an active part in its life. • The school promotes positive attitudes and values. • There are high standards of behaviour. • The school encourages more than just daily lessons. • Parents are happy with the information they receive. • Their children enjoy school. 	<ul style="list-style-type: none"> • homework for chil

Parents are overwhelmingly supportive of the school and report no significant weaknesses. The inspection team supports their positive views. The school has already introduced a new and more suitable programme of homework for the children in the nursery and reception classes.

KEY ISSUES FOR ACTION

In order to raise standards further the headteacher, staff and governors should:

- improve provision for English by:
 - providing a more consistent and structured approach to the teaching of spelling and handwriting and the presentation of pupils' work;
 - encouraging a wider use of dictionaries and thesauri; and
 - providing an accessible library stocked with a wide range of good quality books to promote the development of more advanced library and research skills and a love of fiction.

(Paragraphs 10, 11, 16, 31, 60, 81- 87, 114, 131, 136)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 35, 56, 76, 82, 94, 102, 103:

- there is no statement on the policy for disabled pupils in the governor's annual report for parents;
- there are inconsistencies between the assessment records in the nursery and reception classes; and
- computers are under-used in some classes, particularly in Literacy and Numeracy Hours.
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INTRODUCTION

- **Characteristics of the school**

1. Staniland Primary School is a popular, over-subscribed school situated on a large and pleasant site with its own sports field, pond and garden areas. The building has been extended and remodelled but three classes are still housed in temporary classrooms. A further temporary classroom, the Star Base, provides a centre for some individual and group teaching and a base for the special educational needs support staff. There are 407 pupils on roll and 52 children attend the nursery on a part-time basis. The school is larger than most primary schools. The roll has grown significantly since the last inspection and many pupils travel from outside the immediate area. Children enter the nursery at the beginning of the year in which they are four and transfer to the reception classes at the start of the year in which they are five. Other children, who have not attended the nursery, also join the reception classes at this time. Overall, attainment on entry to the nursery and reception classes is below average. Work is soon to begin on building two extra classrooms adjoining the purpose-built nursery to form an Early Years teaching block.
2. Pupils are drawn from a variety of social backgrounds and economically the area is a little below average. This is not reflected in the proportion of pupils whose parents claim free school meals, which is only eight per cent and below average. The local education authority does not provide a full meals service and many who are eligible do not take up their entitlement to the packed lunch provided. Other socio-economic information shows that the proportion of parents with higher educational qualifications is about half the national average and that a high proportion of the parents are employed in lower paid work. There are few representatives from ethnic minority backgrounds.
3. There are 82 pupils (18 per cent) on the school's register of special educational needs, which is about average. Of these, only one has a statement of special educational needs. The school places a high priority on the education of these pupils. They are supported in classrooms and in the specialist Star Base, which also caters for other targeted groups of pupils, such as the pupils who are higher attainers in mathematics.
4. Current school priorities are the development of literacy and numeracy, the development of information technology in a new specialist teaching area and the creation of the Early Years teaching block. The school is also aiming to raise attainment through targeting specific groups of pupils, such as higher attainers and the introduction of specialist teaching in mathematics and science. The school runs a Family Literacy Project, which supports parents in helping their own children with reading. The school's work was recognised by the award of the Quality Mark of the Basic Skills Agency in 1998.

5. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	28	25	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	23	21	26
	Girls	22	21	21
	Total	45	42	47
Percentage at NC Level 2 or above	School	85 (80)	79 (84)	89 (85)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	24	26
	Girls	22	22	18
	Total	43	46	44
Percentage at NC Level 2 or above	School	81 (77)	87 (82)	83 (85)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	24	30	54

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	12	18
	Girls	26	21	24
	Total	40	33	42
Percentage at NC Level 4 or above	School	74 (64)	60 (64)	76 (76)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	16	23
	Girls	28	26	30
	Total	43	42	53
Percentage at NC Level 4 or above	School	80 (74)	76 (77)	96 (83)
	National	65 (63)	65 (64)	72 (69)

¹ Percentages in parentheses refer to the year before the latest reporting year

5. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.0
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	6
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	23
Satisfactory or better	97
Less than satisfactory	3

5.

5.

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

5. Attainment and progress

6. Children enter the nursery at the start of the year in which they are four with a wide range of backgrounds and experiences. Their attainments are below average, overall. Formal assessments made on entry to the reception classes confirm that, despite good progress made in the nursery, attainment is still below average. The level has risen over the last few years. For example, in 1996 two thirds of pupils did not reach the level expected whilst in 1998 only one third failed to do so. Good teaching and a relevant curriculum in both the nursery and reception classes lead to good progress in all areas of learning. On entry to Key Stage 1, most children now meet the levels expected for their age in language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal development.

7. At the end of Key Stage 1, in the national tests of 1998, the proportion of pupils attaining the level expected at age seven, was above the national average in reading and mathematics and in line with the average in writing. In comparison with schools with a similar level of free school meals, the results were average in reading and mathematics and below average in writing. The proportion attaining a higher level was well below the national average in reading, below average in mathematics and average in writing. It was well below average in reading and mathematics and average in writing in comparison with similar schools. In the tests, the average grades gained by pupils in reading, writing and mathematics were average in comparison with national figures and below the average for schools with similar proportions of pupils taking free school meals. In the test results in 1999, the proportion attaining the level expected rose in writing and mathematics but fell in reading. The proportion attaining at higher levels in reading and writing was similar to 1998 but rose in mathematics. In 1999, the proportions rose slightly at both levels but there are no national figures for comparison. In the teacher assessments of science, in 1998, the proportions of pupils attaining at expected and higher levels were below the national average and that for similar schools. In 1999, the proportions attaining at each level rose. There are, as yet, no national figures for comparison of the 1999 results. Inspection evidence confirms that the standards in English are being maintained and, in science, are now at average levels. Indications are that setting and specialist teaching of mathematics, in Year 2, are enhancing progress and raising the proportion of higher attainment. Standards at Key Stage 1 have risen significantly since the last inspection.

8. In the results of national tests, at the end of Key Stage 2, in 1998, the proportion of pupils attaining expected levels was above the national average in English and science and average in mathematics. An average proportion attained a higher level in English and science and a below average proportion of pupils did so in mathematics. The average grades attained by pupils were above average in English and science and average in mathematics, when compared with national figures and those for similar schools. In the national tests in 1999, the proportion of pupils attaining the levels expected in English dropped considerably, although the proportion attaining a higher level was similar. This represents good progress in English for many of these pupils, whose attainments in 1995 in the national assessments at the end of Key Stage 1, were low, with only half attaining expected levels at age seven. Their results were noted as a concern at the time of the last inspection. Of the year group of 47 pupils, 19 girls and 28 boys, about a third were on the school's register of special educational needs, some with behavioural difficulties. Proportions attaining both the level expected and a higher level in mathematics rose significantly in 1999 and results in science were similar to 1998. Science results were affected by absence with 15 per cent

of pupils off school at the time of the tests. Inspection evidence indicates that pupils make satisfactory progress in English and very good progress in mathematics and science. Attainment in English is now at similar levels to that of 1998, whilst standards in mathematics and science are rising. Most pupils are now working at the levels expected for their age and a significant number are working at higher levels in these two subjects. The school makes a very thorough analysis of its test results. It uses the information very well in targeting specific groups of pupils, both potentially lower and higher attainers, for extra support or specialised teaching. This is particularly effective in mathematics and science. Effective Numeracy Hours have also made a significant contribution to the rapidly rising standards in mathematics. Standards at Key Stage 2 are similar to those at the time of the last inspection in English, but better in mathematics and science.

9. Progress in speaking and listening is at least satisfactory in both key stages and pupils listen actively and volunteer sensible answers. In Key Stage 1, speech is clear and pupils adapt their voices for a range of purposes, for example role-play and group reading. They are attaining a wider vocabulary and becoming aware of their audience. In Key Stage 2, pupils make good use of specific language in different subjects. Answers to questions by higher attaining pupils in Key Stage 2 include precise vocabulary and are persuasive. Pupils with communication difficulties and those with English as an additional language are making particularly good progress.
10. Pupils attain average levels in reading, but few are attaining more advanced reading skills. At the end of Key Stage 1, pupils recognise many letter sounds and read aloud and silently for pleasure. They recognise rhyming words and follow simple written instructions. At the end of Key Stage 2, pupils read for a wide range of purposes and read aloud well in unison. They distinguish between fact and fiction, recognise instructional text and identify persuasive language in advertisements. Pupils across the years follow play scripts and higher attaining pupils recognise the deeper meaning in texts. Progress in reading is satisfactory in both key stages for all but the highest attainers. These pupils are constrained by insufficient numbers of books and too few opportunities for research.
11. Attainment in writing, overall, is average at the end of both key stages but spelling and handwriting are below average and detract from attainment across the school. Progress in writing is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. There are some good examples of extended writing and pupils are making good progress in writing for a range of purposes. However, in both key stages, but particularly in Key Stage 2, poor handwriting and spelling spoil the recording of work, much of which is imaginative but sometimes unreadable. In Year 2, pupils write for an increasing range of purposes and use a widening range of punctuation. At the end of Key Stage 2, pupils select vocabulary for effect in a wide variety of types of writing, including well-written poetry. Pupils have too few strategies to help them check spellings and make insufficient use of dictionaries and thesauri. Consistently good letter formation is not established and few pupils develop a good style of handwriting. Left-handed pupils, in particular, are experiencing difficulties in adopting a fluent script.
12. Pupils in Key Stage 1 make good progress in mathematics and, at age seven, know the rules of number for tens and units and understand the importance of the position of a digit within a number. They are good at mental arithmetic, enjoy solving problems and explain their ideas well. They name common shapes and many know more complex shapes such as triangular, prism or pyramid. Most pupils collect statistical data, record it and produce tables and graphs. Higher attaining pupils read and compare various results to analyse average or more unusual results. The good, often very good, progress is continued throughout Key Stage 2 and, at age eleven, pupils know their multiplication tables well and operate the rules of number using decimals. Most record

answers in fractions, decimals and percentages and explain the relationship between these numbers using accurate technical vocabulary. Pupils use and understand negative numbers, appreciating their practical use. They apply their number skills well in investigations. Most pupils have good knowledge for their age in their work in shape, size and measure. At the end of Year 6, pupils demonstrate good attainment in data handling.

13. In science, at the end of Key Stage 1, pupils observe, discuss and carry out simple experiments to a good standard. They have good knowledge in the full range of study on materials, forces and living things and develop a wide scientific vocabulary. By Year 6, most pupils have a very good understanding of scientific processes and fair testing and know that altering conditions affects the results of experiments. They record their results scientifically and understand and use scientific terminology confidently. Their knowledge and understanding of living things, the properties of materials and physical processes are very good.
14. In information technology, at ages seven and 11, pupils' attainment is in line with that expected for their age. They make satisfactory progress, overall, in both key stages. Pupils in both key stages have sound operational skills and access programs quickly and confidently. Progress is more consistent in word processing and data handling than in problem solving, controlling and monitoring of events. The recent introduction of the direct teaching of skills is having a dramatic effect on progress and, in these lessons, some pupils are attaining at higher levels in data handling and word processing. Pupils make satisfactory progress in religious education throughout the school and attainment matches the requirements of the Agreed Syllabus for Lincolnshire at ages seven and 11. Pupils gain a good knowledge of Christianity and other faiths and are beginning to gain an understanding of underlying beliefs.
15. Progress in art, design and technology, geography and physical education is good throughout the school and, at ages seven and eleven, pupils work at levels which are better than most others of the same age. This is an improvement on the last inspection when the games element in physical education was unsatisfactory. Progress in history is satisfactory in Key Stage 1 and good in Key Stage 2. In music, it is satisfactory throughout the school and pupils work at levels similar to others of the same age. This is an improvement on the last inspection when singing was dull and lifeless.
16. Overall progress made by the pupils with special educational needs is good, because of the high quality of support that they receive. The progress of pupils who are higher attainers is enhanced by well-targeted teaching, the use of a specialist teacher in mathematics and science and the direct teaching of information technology skills. However, it is limited in reading by the lack of opportunities to develop library and research skills. Progress for all pupils is enhanced in mathematics and science by the provision of very good opportunities for independent investigative work.
17. All parents responding to the questionnaire and attending the meeting agreed that their children made good progress and that the school achieved good standards of attainment.
17. **Attitudes, behaviour and personal development**
18. As at the time of the last inspection, pupils' attitudes to learning are good throughout the school. Children under five quickly settle into school routines, behave well and develop good attitudes to learning. Most listen well and are willing to volunteer answers to teachers' questions. Children readily share books and other equipment with each other. They are respectful to support staff and adult volunteers and respond well to instructions.

19. Pupils in both key stages, including those with special educational needs, are keen to learn and the vast majority concentrate well. Their response to the teaching is good and they enjoy their work. They answer questions confidently and join readily in discussions. Pupils' self worth and confidence are enhanced by the positive and helpful way in which teachers listen and respond to their answers. Pupils settle quickly to work, sharing equipment and co-operating effectively with each other. All respond well to their opportunities for independence. Relationships with peers and staff are positive and warm.
20. There are high expectations of good behaviour by each pupil and the self-discipline exercised by the vast majority of the pupils is a credit to the school. Behaviour is good in lessons, during morning break and around the school. Meal time and playground supervisors experience few difficulties with pupils and have a high regard for their behaviour and attitudes. Pupils move about the school in a sensible and orderly manner and are extremely polite and helpful. All pupils, irrespective of age, mix freely and happily together. Pupils with special educational needs are well integrated into all aspects of the school life and are treated with respect by their peers. The disruption to lessons caused by a few pupils, which was noted at the time of the last inspection, is not now in evidence.
21. The school continues to function as an orderly and caring community. Pupils relate well to adults, including the many visitors to the school, both during lessons and at break times. They are confident in seeking support and advice when needed. Good behaviour and very good relationships contribute strongly to the quality of life within the school. During 1998/99 five boys and one girl were excluded for a fixed period as a result of bad behaviour but this is not typical of the school. Carefully thought out procedures for supporting pupils with behavioural difficulties is resulting in good progress for the majority of these pupils.
22. The personal development of pupils is good. They enjoy taking responsibility both in the classroom and throughout the school. Since the last inspection, opportunities for pupils to take more responsibilities have much improved. Prefects are now selected from Years 5 and 6 when they have achieved high standards of work, behaviour and communication skills and are committed to an outside interest. The prefects perform their duties around the school in a very adult way and talk enthusiastically about their role at their weekly meeting.
23. Pupils are tolerant of views differing from their own and recognise the values of other cultures and beliefs. During one lesson observed, they were encouraged to try and put themselves in someone else's shoes and in an assembly they reflected on friendship and whether they were the sort of friend they themselves would want.
24. Parents are pleased with the values and attitudes their children develop. Good behaviour, positive attitudes and the personal development of pupils contribute well to standards attained.

24.

Attendance

25. Attendance at the school continues to be satisfactory. Authorised absence is broadly in line with the national average and there is less than average unauthorised absence. Registers are completed in line with statutory requirements. Punctuality, both at the start of the day and in the lessons, is good.
26. Attendance and punctuality contribute well to pupils' attainment and progress.

QUALITY OF EDUCATION PROVIDED

26. Teaching

27. Teaching is good throughout the school. During the inspection, 87 lessons were observed and, in all but three, it was at least satisfactory. Teaching was good in 49 per cent of lessons, very good in 17 per cent and excellent in six per cent. The excellent lessons were in Year 4 and in the specialist teaching of mathematics and science. Teaching is good for the children under five and in most subjects. It is particularly good for those pupils with special educational needs, for the pupils who are higher attainers in mathematics and in the direct teaching of skills in information technology. Teaching in Year 4 was never less than good and, in half the lessons observed, was very good, sometimes excellent. In three per cent of lessons it was unsatisfactory and these lessons were all in Key Stage 1. This is an improvement since the last inspection, when 16 per cent of teaching was unsatisfactory and only five per cent was very good or excellent. Improvements have been achieved by good selection of new staff and the good quality of training and support for teachers and non-teaching staff. The quality is also enhanced by the very good use made of a specialist teacher in mathematics and science and the direct teaching of information technology skills. The development of new schemes of work to guide planning and the introduction of Literacy and Numeracy Hours also make a significant contribution to improvement. A good analysis of assessment results focuses teachers on what is needed to improve standards and this also contributes to the improved quality of teaching.
28. Teachers and support staff in the nursery and reception classes have good knowledge of the needs of the children and plan a good range of practical activities in all areas of learning. They form good relationships with their children and know them well. They use this knowledge well when planning work and, as a result, it is well matched to the needs of their children. Teachers make good use of resources to provide a stimulating learning environment.
29. In both key stages, teachers' subject knowledge is good and, in mathematics and science in Key Stage 2, it is very good. Their planning is very good and the weaknesses highlighted by the last inspection have mainly been eliminated. Teachers provide a range of challenging activities and usually make very good use of time to create interesting and challenging lessons, which were weaknesses at the time of that inspection. They generally make good use of resources, although computers are under-used in Literacy and Numeracy Hours on some occasions. Where teaching is good, teachers structure lessons well and provide a suitable range of well-timed activities, which build on pupils' prior attainment. Teachers have very good relationships with their pupils and manage their classes well. They create a very positive learning environment. Teachers' expectations of pupils are high. They clearly identify what it is that they want pupils to learn and make good use of challenging questions to assess pupils' progress. They give valuable oral feedback during lessons and, in Key Stage 2, make good use of marking to identify points for development. Teachers make sound use of homework to consolidate and extend learning. In the unsatisfactory lessons, work did not build on prior attainment, the pupils were not well controlled and few made any progress. In the best lessons, the pace is brisk and purposeful. Teachers show excellent rapport with the pupils and their own enthusiasm results in pupils being highly motivated to learn. Expectations are very high and teachers constantly challenge pupils' thinking and encourage them to explore problems independently. Pupils are told exactly what it is that they are intended to learn and are eager to further their knowledge and skills. Progress in these lessons is very good.
30. The individual needs of pupils with special educational needs are being addressed well through

some skilled teaching, reinforced by the good support of trained classroom assistants. Close liaison between teachers and support assistants is a strength of the teaching. High quality teaching in small groups is extending higher attaining pupils across a range of subjects.

30. The curriculum and assessment

31. The curriculum provided for pupils of all ages is good. That for the children under five takes good account of all the required areas of learning. In both key stages, the curriculum is broad and well balanced and meets all statutory requirements of the National Curriculum and the Lincolnshire Agreed Syllabus for religious education. It provides well for equal opportunities and personal development. Personal, health and social education include appropriate units of work on sex and drug education and time is given to discuss these issues in a safe and supportive environment. There are many strengths in the curriculum and it is well planned to provide for the consistent and progressive development of skills. The only significant weakness is in English where there is no consistent structure to the teaching of spelling and handwriting and there is insufficient provision for the teaching of more advanced reading skills. Teachers' planning is well supported by good, detailed schemes of work and effective co-ordinators, who support and advise teachers.
32. A strength of the curriculum is that there is a wider perspective so that individual subjects are not taught in isolation. Very good links contribute to progression in a wide range of subjects. For example, visits to Snipedale and Hunstanton produced work that encompasses most subjects. Each subject retains its own identity, however, and has its own breadth and balance. Some subjects, such as history, art and design and technology are now taught in blocks of time. The concerns raised in the previous inspection that information technology was not making a significant contribution to work in other areas have largely been resolved, although computers are under-used in some classes, particularly in Literacy and Numeracy lessons. The weakness noted, during the last inspection, in the development of games skills has been rectified. Opportunities for personal development are mainly good, although there are constraints on independent research because of shortcomings in the library provision. Good systems are in place to support pupils moving to secondary education, especially for pupils with special educational needs who will already have worked with secondary staff.
33. The curriculum has been planned well to meet the needs of pupils of all levels of attainment, including those with special educational needs and those who are potentially higher attainers. This is a significant improvement since the last inspection, when the planning of tasks and activities for pupils of differing levels of attainment was highlighted as a weakness. The good co-operation between teachers and support staff aids access to the curriculum for pupils with special needs and contributes to their good progress. Detailed systems are in place to identify pupils experiencing difficulties at an early age. Staff are conscientious about preparing comprehensive individual education plans and appropriate targets are set, although occasionally they are not specific enough. Outside agencies contribute positively, by advising on programmes of work to meet the needs of pupils with communication difficulties and pupils for whom English is an additional language. The well planned use of specialist staff and grouping of pupils on the basis of prior attainment, in Years 2, 5 and 6 is proving to be beneficial in meeting the needs of higher attaining pupils. Pupils with average levels of attainment are being targeted in turn and follow a concentrated programme of language development. Well-planned work and the encouragement of very effective support assistants are used to support below average pupils.
34. All areas of the curriculum are enhanced by excellent provision of extra-curricular activities. Personal development is encouraged through participation in a range of activities including

concerts, French club, mathematics and Internet club, drama and dance clubs and performances. There are ample opportunities to follow a range of sporting and athletic interests and teams compete against other schools. A substantial number of school outings and residential visits encourage independence.

35. Assessment procedures and the way information is used in curriculum planning were identified as weaknesses in the previous inspection but there have been very significant improvements. Assessment procedures for the children under five are satisfactory, but the procedures in the nursery and reception classes are inconsistent in that they have different ways of recording their information. Procedures for assessing pupils' attainment in both key stages are very good. The school's assessment strategy makes extensive use of information technology to collect and collate data obtained from a wide range of sources. National Curriculum tests in Years 2 and 6 are supplemented by other tests including spelling and reading tests for all pupils in both key stages and pre-topic and end of topic tests in mathematics and science. Teachers' recorded observations and samples of pupils' work contribute to evidence of attainment and progress.
36. Information gained about individuals and groups of pupils is used well. Assessment results are closely scrutinised and good use is made in planning work for all pupils, with some groups targeted for extra support. Targets are set for individuals and groups. These strategies have had a positive effect on attainment in mathematics and science and for pupils with special educational needs. Targets for English proved over ambitious at the end of Key Stage 2 last year.

36. **Pupils' spiritual, moral, social and cultural development**

37. The school makes very good overall provision for the spiritual, moral, social and cultural development of its pupils and this is an improvement since the previous inspection. The values, which the school promotes, make an important contribution to the quality of education pupils enjoy and enable a greater rate of progression and learning to take place. The good provision for pupils with special educational needs contributes significantly to the ethos of the school.
38. The school's provision for spiritual development is very good. The high quality of the daily act of collective worship provides many opportunities for pupils to reflect on the values and beliefs that are the focus of the assembly. Through good planning, teachers create an atmosphere of reflection and contemplation in lessons, which develop self-knowledge and spiritual growth. For example, pupils in the nursery experienced awe and wonder as they studied the natural world and created rainbows from magic paints, watching the colours merge and mix together. Following a visit to Bourne Wood, pupils in Year 5 recreated images by making beautiful sculptures of the woodland and wrote poetry to explore their feelings and emotions. Throughout the rest of the school, there are regular opportunities especially in art, music, and religious education for pupils to discuss and reflect on their own experiences. In religious education, pupils learn to appreciate the world in which they live and recognise the values and sacrifices faced by others. In Year 4, pupils compare the contributions made to the twentieth century by Bob Geldorf and Martin Luther King, whilst in Year 6, pupils consider the sacrifices made by Buddhist monks and nuns on their ordination and compare these with necessities and luxuries within their own lives.
39. The provision for moral development is very good. Respect between adults and pupils is mutual and consistent. High expectations of behaviour are set and this enables good progress to be made. Good behaviour is built upon praise, reward and an understanding of the accepted behaviour code of practice. Pupils are supported well in understanding the difference between right and wrong. Adults who work in school provide good role models and give clear guidance on acceptable

behaviour. In Key Stage 1, story telling is used effectively to explain moral issues to younger pupils, whilst regular personal, social and health education lessons are used in Key Stage 2 to encourage older pupils to discuss an acceptable course of action in real life situations.

40. Very good provision is made for pupils' social development. Throughout the school, pupils are encouraged to adopt responsible attitudes towards each other, their environment, belongings and the equipment they use in their work. This results in the development of very good levels of mutual responsibility and tolerance of each other's points of view. There are many opportunities for teamwork in drama, musical activities and sport. Achievement assemblies are used to celebrate pupils' success, prior to recording on the "Achievement Display Board" in the entrance hall. Pupils undertake a range of tasks around the school and feel valued and respected in these roles, gaining a sense of pride and citizenship. The introduction of the school prefect system provides good opportunities to consider the needs of others and allows pupils to contribute their ideas to school plans and priorities. Visits within the local area and a residential visit further afield encourage further opportunities for teamwork and community awareness. A wide range of visitors is welcomed into school, including the police, fire fighters and school nurse and the school is very active in supporting local events and festivals, such as the Lincolnshire Dance Festival or Rotary Club Young Musician Award. Collections are regularly made for various charities both locally and in the wider world, for example participating in the Kosova Shoe Box Appeal. The school has recently participated in an exciting whole school project with the aim to prepare for the new century and to consider future members of Staniland School. The completed "Millennium Mural" has features of the town of Boston, which are highly valued by present members of the school community. The vast mural, which has been designed by the pupils and painted by a local artist, records children's interpretations of important elements of life as a Bostonian and also as a member of Staniland School.
41. The provision for cultural development is good, overall. Opportunities to develop good understanding of their own culture are encouraged by visits to museums, historical sites and art galleries. In music, pupils listen to traditional and modern music whilst, in literacy, they study myths and legends of ancient civilisations. In history, pupils study the local customs and historical features of the immediate area. Good work is done in increasing understanding of European culture. For example, they learn French in the French club and Years 5 and 6 take part in a residential visit to France. Less apparent is provision for pupils' awareness of cultures beyond Western Europe, although the school has begun to strengthen this area of the curriculum; for example, when studying Aboriginal art or undertaking a geography topic on tropical rainforests. Links to promote an understanding of our multi-faith society are promoted satisfactorily in religious education and art.
41. **Support, guidance and pupils' welfare**
42. The welfare and well-being of pupils continue to be given a high priority by the school. The school provides a happy, relaxed and supportive environment where the friendliness and courtesy of the pupils and staff are strengths of the school. The teachers and support staff have a very caring attitude towards their pupils. They know them well and this helps them monitor their progress and personal development. Procedures for assessing and recording the academic progress of individual pupils are good and there are effective procedures for monitoring and promoting pupils' attendance and monitoring absences.
43. Relationships between teachers, support staff and pupils are good and pupils, particularly the school prefects, are caring and supportive of each other. The majority of pupils are confident and articulate and more than willing to talk about themselves and their feelings. Support and guidance

for pupils with special needs is very good. Close liaison between parents, staff and outside agencies contributes to identifying needs and planning appropriate provision. Very good links with the local secondary school help smooth the transition to the next stage of schooling.

44. The school has an effective behaviour policy, which is understood by the pupils, acknowledged by parents and applied consistently by staff. Parents are encouraged to contact the school should a problem arise. Supervision of the pupils during lunchtime and other breaks is satisfactory.
45. An effective health and safety policy is monitored by the governors and the site is regularly inspected. Environmental health matters are taken very seriously; for example, pupils' tables are carefully cleaned before mid-day meals are eaten. Pupils preparing to bake biscuits demonstrate and talk about the importance of hygiene in the preparation of food. The school has a good child protection policy, with clearly identified designated persons and staff are fully aware of their responsibilities in this area. Satisfactory arrangements are in place to deal with sick children.
45. **Partnership with parents and the community**
46. The quality of the partnership between the school, parents and the community continues to be good. To further enhance the partnership, the school sent a questionnaire to all parents, asking about relationships with staff, the school curriculum, discipline, achievement and after school activities. This was well received and there was a good response. There is also a comprehensive home-school agreement.
47. The level and quality of information given to parents, including information about homework, is good. It includes details of how parents can support their children's work at home. Courses have been run for parents, exploring issues concerning the National Curriculum and children's learning. Parents are kept informed of their children's progress through parents' evenings and satisfactory annual reports. Special educational needs review meetings are held in line with the recommendations of the national Code of Practice and parents are kept well informed of their children's progress. Concern expressed at the parents' meeting about the level of homework provided for the youngest pupils has been resolved. Regular contact is also maintained through the use of home/school reading diaries. Parents are encouraged to meet with teachers should they have any queries or should problems arise. At the meeting with parents and when interviewed, they all spoke highly of the quality of relationships between themselves and the staff and expressed appreciation of the accessibility of staff and their openness and approachability.
48. The school staff consider the partnership between themselves and parents to be of the utmost importance and consistent efforts are made to involve parents in all aspects of school life and in supporting their children at home. A number of parents act as volunteers in the school and with extra-curricular activities and some are involved in school working parties with staff and governors. The school has a thriving Parent-Teacher Association which organises fund raising activities and supports many school initiatives. These have included a European Week, Book Fairs and Community Meetings.
49. The school continues to have useful links with the local community and businesses. These include St. Botolph's, Theatre Company, Blackfriars Arts Centre, the road safety team and a local bank which has a reading initiative scheme. Links also exist with the local secondary schools and technical college who send students to the school for work experience.

50. Pupils have opportunities for residential visits and visits to places of interest. These include Gainsborough Old Hall, Matlock Residential Weekend, Regal Cinema, Wales and Lincoln.
51. Pupils are encouraged to recognise their responsibilities to the wider community through contact with local senior citizens' groups, singing in local elderly people's homes and by inviting elderly neighbours to a Christmas party. In addition, a number of charities are supported each year, such as the Rotary Shoebox Scheme.
52. All these initiatives enrich and support the delivery and development of the curriculum and further pupils' learning and personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

52. Leadership and management

53. The quality of leadership is a major strength of the school. Relationships and teamwork between all staff and governors are of very high quality and make a significant contribution to the progress and well-being of the pupils. The astute and experienced headteacher demonstrates excellent leadership skills, which are matched by the school's governing body. Between them, they have established a strong management structure and the roles of the senior management team and subject co-ordinators are well developed. The whole staff and governing body work as a united team and share a commitment to high standards. Relationships within the school are of high quality. The ethos created is of a commitment to high standards for all in an environment of care and respect for all. The aims and values of the school are very well promoted through all its work.
54. There are very strong links between curriculum co-ordinators and governors, of whom each accepts a subject role. Co-ordinators and governors check teachers' plans, pupils' work and classroom practice and this is having an impact on raising the quality of teaching and learning. There is a very clear focus on raising standards, through thorough self-evaluation, monitoring of assessment results and investigation of the school's needs. Assessment data are carefully analysed to prioritise curriculum developments and to set targets for school improvement and individual pupils. The headteacher and staff are active in securing resources to support priority development, such as the financing of a new suite of computers, when the school was informed that it was in the final group to receive government money for information technology.
55. The governing body is experienced and effective, fulfilling its statutory requirements well. Governors work on committees and are highly committed to their roles. They share the headteacher's vision for the school and support staff well, whilst also maintaining a watching, evaluative role. Together with the head and staff, they take a full part in school improvement planning and oversee the implementation of the plan. The plan has developed and improved considerably since the last inspection, when weaknesses were identified. It is now a very good working document that supports the school in its drive to raise standards. It has appropriate priorities and these are costed well. Its success is regularly evaluated by all staff and governors and built upon in the subsequent year.
56. Good leadership and management are having a positive effect on special educational needs. The provision is fully in line with the National Code of Practice. The head-teacher is named as the special education needs co-ordinator and he liaises daily with the very effective learning support

manager. Very good arrangements are in place for liaison between teachers and support assistants. Since the last inspection, governors have included information about special needs in their annual report. This does not yet include information about arrangements for admitting disabled pupils.

57. The school has thoroughly investigated the key issues of the last inspection report and has made very good progress towards addressing them. The structures put into place as a result of this put the school in a strong position to improve still further.

57. **Staffing, accommodation and learning resources**

58. The match of number, qualifications and experience of teachers and support staff to the demands of the curriculum and the needs of the pupils is very good. Teachers have a good range of subject expertise from their initial training, which has been enhanced by subsequent training. There is good provision of skilled learning support staff. There is a very good range of individual expertise within the whole staff. All staff have clear, agreed job descriptions and clearly identified targets, which are reviewed regularly. There is an effective system of appraisal and professional review in place. Provision for the professional development of staff is very good and is linked to priorities identified in the school development plan and the appraisal system. Staff training is used very well to bring increased effectiveness to teaching and learning. Arrangements for supporting new staff and students are good and there is an informative staff handbook. The quantity and quality of staffing make a significant contribution to standards achieved.

59. The accommodation, both inside and outside, is satisfactory. The building is maintained to a high standard and is in a good state of repair and decoration and staff make a considerable effort to create a stimulating environment for learning. The building is enhanced by displays of a good standard, especially in the Rainbow Corridor. The grounds are spacious and provide the staff with a useful source for learning. The Millenium Garden project, when completed, will provide a useful learning resource as well as a quiet reflective area for pupils. At the time of the last inspection, the playground for the reception children was not securely fenced. This has been resolved and there is also a very good, secure outdoor area for the nursery children. The school has recently purchased the new teaching block "Star Base" which functions as the new library area and special educational needs base. A lack of storage space was noted at the last inspection and this is still limited, although the school has been successful in creating more space than there was previously. A new outside physical education store has been built and a new design and technology workbase and storage area developed. A new computer suite has been created which is significantly enhancing the teaching of information technology.

60. The previous inspection highlighted a number of concerns about resources and, in particular, the library which was too small. Library books were limited in quantity and poor in range and condition. Most of the resource issues have been dealt with but, although the library is now more spacious, its position in an outside classroom precludes regular use. There are still insufficient books, although those in poor condition have been disposed of. Artefacts for religious education have been acquired and these are just at a satisfactory level for staff and pupils, although there is a shortage of books for research. Information technology resources have been greatly enhanced by the addition of the new computer suite. Educational visitors such as artists in residence, theatre groups, people who work in the local community and visits are used very well to promote further learning across the curriculum. Parents have made valuable contributions towards purchasing extra equipment and their support is greatly valued by the school.

60. **The efficiency of the school**

61. The quality of the school's financial planning is very good. Priorities have been clearly identified and funds are allocated, so that pupils gain full benefit from them. Whilst a small surplus is carried forward each year for contingencies, the governing body believes that the maximum amount possible should be spent on the school's immediate needs. The governors' finance committee play a significant role in the process of allocating money. Whilst taking the professional advice of the headteacher and his staff, they question and intervene where necessary, but in a positive and supportive way. Money has been specifically targeted for improving resources for information technology, for higher attaining pupils and for special needs, resulting in very good progress in all three priority areas. The thoroughness of planning is seen in the school's successful bid for funding sponsorship for the information technology suite. Funding granted for specific purposes, such as the further professional development of staff is spent effectively, with improvements in teachers' subject knowledge and in the management skills of senior staff and co-ordinators. Money allocated for pupils with special educational needs is very well spent in providing effective support and promoting good progress. The wisdom of the decision to provide money from the main budget for a teacher to boost attainment in mathematics, science and information technology is reflected in very good provision and very good progress of targeted groups.
62. Financial control and the daily administration are very good. The few recommendations of the last audit report have been implemented and daily finances are well controlled. There are very effective checks on financial procedures, strengthened by the monitoring of the governing body's finance committee. The school's administrative officer manages all the school budget, school fund and office procedures very effectively on a daily basis.
63. Teachers and non-teaching staff are very effectively deployed. They operate well in team units, so that all pupils of the same age have equal opportunities. Support assistants are well integrated in their roles and participate well in class or withdrawal groups. The manager for special educational needs and the special needs support assistants form a very efficient team and there is evidence of good liaison in planning the curriculum with class teachers. Although developments in the "Star Base Centre" are new, plans are well-thought out, team teaching is effective and there is very good analysis of progress to ensure that allocated money is being well spent.
64. Good use is made of available resources to support the National Curriculum. Co-ordinators audit and manage resources, making recommendations for additional resourcing as curriculum needs evolve. The use made of the accommodation is generally very good. Every available space within the school building is used effectively but the location of the school library in the "Star Base Centre" creates some problems. For the pupils in Key Stage 1, opportunities to choose books are restricted and older pupils have limited opportunities to undertake research at their most appropriate curriculum time.
65. Taking into account the low expenditure per pupil, the standards of attainment on entry and those attained when pupils leave the school, the quality of education provided, particularly teaching, and the very good relationships, the school gives very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. Children enter the nursery at the start of the year in which they are four and at that time the average level of attainment is below that expected at this age, particularly in speaking and listening. They make good progress, but, when they transfer to the reception classes at age four, a formal assessment shows that many are still below average. They are joined in the reception classes by a substantial number of children who have not attended the nursery, although some have attended a playgroup. Progress in the reception classes is good and the majority of children are likely to achieve the level expected on entry to Key Stage 1. Children with special educational needs are identified early, receive very effective support and also make good progress.
67. Good progress has been made in areas of concern highlighted in the last inspection. There were a few occasions when children worked with too little adult talk and opportunities to challenge their thinking were missed. Sometimes organisation was unsatisfactory when classes came together and the group became too large. Observations of teaching indicate very clearly that both these issues have been addressed effectively. Staff maximise opportunities that arise for interacting with children at all times both through carefully structured and informal everyday situations. Reception classes use the playground at the same time for outdoor activities. However, the yard is big enough for the two classes to be taught separately.

67.

Personal and social development

68. Progress is good in personal and social development and children are likely to achieve the levels expected at age five. Children entering the nursery gain confidence as they learn the routines and become increasingly more independent in caring for their own needs. They establish very good relationships with each other, the staff, students and parent helpers. They learn to share and take turns and develop a clear understanding of right and wrong. Their behaviour is very good. Nursery children learn to care and respect others and this is enhanced by visitors, such as a person with visual impairment and her guide dog. They learn to care for animals and plants when they feed the lambs from Rand Farm and tend their outdoor garden. They develop positive attitudes to learning, responding keenly to all of the activities. The majority of children concentrate for long periods of time, for example, when using the computer, playing in the home area and painting their rainbows. This good progress is maintained in the reception classes. Children work well in different sized groups, developing further their appreciation of the needs of others and helping them. This was evident when children were building and counting blocks and when they were trying help each other delete unwanted print from the computer screen. They use their initiative well when selecting resources during outdoor activities and in finding materials and resources to write letters to their friends in other classes. They learn about celebrations such as weddings, christenings and birthdays and religious events such as Christmas, Easter and Diwali.

68. Language and literacy

69. Most children make good progress in language and literacy and the majority are likely to achieve the levels expected at age five. Nursery children listen attentively and become more confident speakers. They talk about their experiences and all respond enthusiastically to stories, rhyme, poems and action songs. They converse confidently with one another and make up their own stories, using appropriate language and developing a wider vocabulary when playing in the well organised home area, using the puppets and using the story box. A few children have difficulty in

pronouncing words clearly and sometimes their responses are limited to one or two words. In the reception classes, children continue to make good progress through participating in a wide range of well-organised activities, such as on the story mats and in the clinic role-play area. The majority of children participate competently in class discussions and activities, expressing their ideas using newly gained vocabulary. This was observed when reception children discussed and compared paintings by Kandinsky and played with different textured playdoh.

70. Children enjoy books. In the nursery they listen to stories attentively and join in with songs, poems and action rhymes. They understand how books are organised and begin to understand that print has meaning. Children choose books confidently and independently, sometimes using a tape recorder to follow the sequence of events. A few retell their favourite story using picture clues. They learn to recognise their name and notices in their room. The children continue to make good progress in the reception classes and, at age five, the majority of children recognise familiar words, read simple books fluently and know many letter sounds. Higher attaining children express clear preferences about books they like and retell the sequence of events of tales such as Goldilocks and the Three Bears. They recite nursery rhymes confidently.
71. In the nursery, the children are given appropriate opportunities to experiment with mark making, for example, in the writing area, at the easel and in the role-play area. Their early writing skills develop successfully and they attempt to write their name and individual letters. Children use symbols and pictures to convey meaning and show an awareness of the purposes of writing. At age five, the majority form letters correctly, with increasing control and most copy a phrase or sentence correctly. A few are beginning to write short sentences independently and attempt simple words independently using their knowledge of letter sounds

71. **Mathematics**

72. Overall progress is good in mathematics and children are likely to achieve the levels expected at age five. The nursery children begin to develop their understanding of number through simple games, songs and rhymes and practical activities which involve counting, matching and sorting. They learn to sort a range of everyday objects by colour, shape and size and enjoy counting and pairing Noah's animals. They play matching and counting games confidently on the computer. They are introduced to the correct names for basic shapes and gain valuable experience of them through puzzles and construction activities. They learn colour names and develop an understanding of repeating patterns and sequencing through appropriate practical activities such as painting and printing. Reception children become increasingly competent in recognising and counting numbers. By the end of the year most children write numbers confidently, count to 10, many to 20 and begin to solve simple addition and subtraction problems through circle games, registration and snack time. They develop further their use of mathematical language comparing length, size, shape and weight of a variety of objects. Strong emphasis is placed on the development of mathematical ideas and concepts through discussions, well chosen practical activity and the use of appropriate vocabulary.

72. **Knowledge and understanding of the world**

73. The children make good progress in their knowledge and understanding of the world and are likely to achieve the levels expected at age five. In the nursery and reception classes, they increasingly develop their understanding of change, similarities and differences. They learn about changes in the weather and recognise different seasons. Children discover what happens when some foods are heated or frozen and realise that cooking or freezing changes the feel and sometimes the taste

of things. They discover how materials alter in water, whether they sink or float, how some can be altered by bending, twisting or stretching. Children learn about their bodies; they draw themselves and name their body parts correctly. They extend their awareness of the past through talking with a visiting Grandma, by finding out about their families and sequencing events in their lives. They develop a good understanding of their community; through, for example, visits to Rand Farm and St Botolph's Church and from visitors such as a vet and a firefighter. Children in the reception classes recognise local features such as rivers, bridges and draw imaginary maps for the 'Three Pigs'. The children learn how to use their senses more acutely when on a 'senses walk' and discuss what they see hear, smell and touch. The majority of children effectively develop their early design and technology skills, through learning to cut, join, fold and build, selecting an increasing variety of materials, construction kits and tools. All children develop confidence and competence in using technology to support and extend their learning. They are confident when using the tape recorders in the listening area and nursery children, in particular, make very good progress when learning to use the computer, mouse and a robotic toy through skilful support from the staff.

Physical development

74. Overall, the children's progress in physical development is good and most are likely to achieve the levels expected at age five. The majority hold pencils and scissors correctly and competently manipulate playdoh, jigsaws and small construction pieces that require turning, twisting and pulling. Outdoors, nursery children manoeuvre, push and pull toys confidently and run and jump, showing a good awareness of space and of each other. A few are developing good hand- eye co-ordination as they throw and catch balls and try to knock over the skittles. The provision outdoors is good and provides the children with a range of opportunities to climb and balance, using a range of interesting apparatus and resources. Good progress is maintained in the reception classes. Children run, jump, skip, hop, balance and climb with increasing control. They throw well, although they still have some difficulty when catching from a distance. Some children successfully throw beanbags and quoits into hoops, showing good estimation of distance and force in their throws.

74. Creative development

75. The majority of children make good progress in creative development and most are likely to achieve the levels expected at age five. Through art, they explore colour, texture, shape and form in two and three-dimensions. The nursery children learn new techniques such as printing, using, for example, string, bubbles and leaves, colour mixing and wax resist. They develop their drawing and observational skills well, using pencils, crayons, pastels and paint and begin to create simple models and sculptures with clay, playdoh, and materials they find. Children learn about different fabrics and materials discussing their texture and colour, as when making a group collage of Noah. In the reception classes, their observational skills develop effectively and many paintings and drawings are of a high quality. They learn about Kandinsky, discuss some of his paintings and then attempt to use colour and paint in his style. They produce some work of a very high standard, choosing and using colours effectively. All activities are well organised to encourage children to explore, create and talk purposefully, such as when they are working with the nursery nurse, painting rainbows and making 3D models. In all classes children participate in a wide range of well-organised role-play and confidently act in different roles. They use an appropriate range of musical instruments, learning their names and the different sounds they make. They sing a range of songs tunefully and enthusiastically, sometimes accompanying themselves with the instruments.

76. The quality of teaching is good, overall, in each area of learning. During the inspection, teaching was always at least satisfactory; it was good in 60 per cent of lessons and very good in a further 20 per cent. In the good and very good lessons, teachers build successfully on previous learning, match work well to childrens' needs and encourage children to contribute fully to the lesson. Teachers use every available opportunity to develop understanding by explaining clearly and asking questions skilfully to challenge the children and make them think. Teachers have a good knowledge and understanding of the areas of learning, the needs of this age group and how young children learn. They provide a wide variety of interesting activities, using resources very well. Their organisation is very effective in encouraging children to develop as independent learners. In satisfactory lessons teachers are effective, overall, but, at times, the pace and timing are slow and there is a lack of challenge in a few of the tasks provided. Management of the children is at all times very good and staff are consistent in their approach. Planning for the areas of learning is good and well organised. Teachers constantly assess childrens' progress and use their information effectively as a basis for planning the next steps. However, record keeping is not consistent across the reception and nursery classes, with ongoing records of progress and achievement completed in different formats. Reception class teachers plan work in the areas of learning but then record attainments under National Curriculum subjects. This creates more work for them but does not affect the progress children make. All staff work well as a team and support staff students and volunteers are well used in all classes. This has a positive impact on the progress of all of the children.
77. Parents are encouraged effectively to support their children's learning at home by sharing books and listening to them read. The school's Family Literacy Project supports them well in helping their children. The provision for children under five provides a good foundation for future learning.

ENGLISH, MATHEMATICS AND SCIENCE

77. **English**
78. In the results of the 1998 national tests, at the end of Key Stage 1, attainment at the level expected was broadly in line with the national average, but in comparison with similar schools it was below average. Pupils' attainment at the higher levels in reading was well below the national average but in writing was average. The attainment of boys was slightly above that of girls in comparison with the national average. The end of Key Stage 2 results in 1998 show that the proportion of pupils reaching the expected levels in tests was above the national average. It was also above average in comparison with pupils in similar schools. Attainment at a higher level was close to the national average. Girls out performed boys and attainment in writing was below that in reading.
79. Results in the tests in 1999 show that, at the end of Key Stage 1, attainment dropped slightly in reading but rose in writing, although there was no improvement in the number of pupils reaching higher levels. At the end of Key Stage 2, the proportions achieving the level expected for eleven-year-olds fell considerably, although the level of higher attainment was similar to 1998. There are no official national figures for comparison. The number of pupils attaining the expected level at the end of Key Stage 2 does, however, show good progress for this group, in comparison with their Key Stage 1 results in 1995. At that time only about half attained the level expected for seven-year-olds and this was noted as a concern by the inspection. The year contained a large proportion of pupils on the special educational needs register. Inspection evidence shows that, currently, attainment at the end of both key stages is satisfactory. Since the last inspection, attainment at Key Stage 1, rose considerably in 1996 and since then has been maintained at

average levels. In Key Stage 2, there was a steady rise until 1999, which was not a typical year group and standards are now being maintained at the 1998 level.

80. Progress in speaking and listening is at least satisfactory in both key stages and good in many lessons. Pupils attain at the levels expected. They listen actively and volunteer sensible answers. At the end of Key Stage 1, pupils take turns, listening politely to the teacher and to each other. Speech is clear and pupils adapt their voices for a range of purposes, for example role-play and group reading. They are attaining a wider vocabulary and becoming aware of their audience. At the end of Key Stage 2, pupils make good use of specific language in different subjects. For example, in science and mathematics investigations they clearly explain the reasoning for their results using scientific or mathematical terminology. Answers to questions by higher attaining pupils in Key Stage 2 include precise vocabulary and are persuasive. The study of the origin of words and of Shakespeare by pupils in Year 6 is aiding their language development. Pupils with communication difficulties and those with English as an additional language are making particularly good progress.
81. Pupils attain average levels in reading but few are attaining more advanced reading skills. At the end of Key Stage 1, pupils recognise many letter sounds and read aloud and silently for pleasure. They recognise rhyming words and follow simple written instructions. At the end of Key Stage 2 pupils read a wide range of different types of texts and read aloud well in unison. They distinguish between fact and fiction, recognise instructional text and identify persuasive language in advertisements. For example, pupils in Year 6 read the Diary of Anne Frank, identifying fact and opinion and justify their answers well. They follow play scripts and higher attaining pupils recognise the deeper meaning in texts. Progress in reading is satisfactory in both key stages for all but the highest attainers. These pupils are constrained by insufficient numbers of books and too few opportunities for research. This is having an adverse effect on their progress. Following an analysis on reading test results, boys' reading is encouraged by the use of male role models. Well-focused support enables pupils with special educational needs and those with English as an additional language to make good progress. For example, one child who entered the school with little spoken English is now being targeted as a potential higher attainer.
82. Attainment in writing, overall, is average in both key stages but some aspects are below average. Levels of spelling and handwriting detract from attainment across the school. Progress in writing is satisfactory overall, but, in Key Stage 2, is unsatisfactory in spelling and handwriting. There are some good examples of extended writing at the end of both key stages and pupils are making good progress in writing for a range of purposes. At the end of Key Stage 1, pupils write for an increasing range of reasons and use a widening range of punctuation. They write stories and poetry, reports of work in other subjects, instructions, lists and letters and spell simple common words correctly. In Key Stage 2, pupils build satisfactorily on the range and content of their writing and, at the end of the key stage, select appropriate vocabulary for effect when producing imaginative writing. For example, well-written poetry demonstrates understanding of personification in Year 6. However, in both key stages, but particularly in Key Stage 2, poor handwriting and spelling are detracting from the recording of work, much of which is imaginative but sometimes unreadable. Presentation of much work is unsatisfactory and sometimes it is poor. Pupils have too few strategies to help them check spellings and consistently good letter formation is not established. Insufficient use is made of dictionaries, wordbooks and thesauri. Few pupils develop a good style of handwriting and left-handed pupils, in particular, are experiencing difficulties in adopting a fluent script. Information technology is used insufficiently in some classes in Literacy Hours.
83. Progress in English, is satisfactory in Key Stage 1 and in most lessons observed during the

inspection it was good. It is satisfactory, overall, in Key Stage 2 but there are unsatisfactory elements in writing. Pupils with special educational needs are making good progress towards meeting their individual targets with the skilled help of well-briefed support assistants.

84. Attitudes to work are good, as at the time of the previous report. All pupils show enjoyment of English. They are courteous and are keen to volunteer answers or to read aloud. In a well taught lesson in Year 1, pupils co-operated to read the class story with humour and enthusiasm. All materials, including books, are treated with respect. Behaviour is usually very good and pupils identified as having behavioural difficulties respond well to the support offered. The only exceptions are when work is insufficiently structured to allow progress to be made.
85. Teaching in individual lessons is good, but its impact is reduced by the lack of a structured scheme to support planning for the progressive teaching of writing and spelling skills. Of 15 lessons observed, teaching was at least satisfactory in 93 per cent, good in 53 per cent and very good in 27 per cent. It was unsatisfactory in one lesson where work designed to improve basic skills lacked focus. Teachers work very hard. Expectations are usually high and the pace is brisk. This is an improvement on teaching seen during the last inspection. The management of groups of pupils, especially during the literacy hour, is a strength. Relationships are warm and pupils receive much praise. Teachers liaise very well with support assistants and together they produce attractive materials to support learning. Assessment of pupils' work is good and well recorded.
86. The co-ordinator is well qualified and supportive of her colleagues. She works closely with the governing body. She has written a helpful policy, which is planned to support the progressive teaching of skills but this does not provided sufficient guidance about the development of writing skills. Extensive whole school assessment systems enable individual pupils and groups to be targeted and tracked. The early identification of pupils with special needs has resulted in fewer pupils requiring outside specialist support as they move through the school. Systems such as setting in the upper part of the school and targeting of middle band pupils for concentrated help are efficient. It is too early to assess their effect on raising attainment levels at the end of Key Stage 2. Resources within classrooms are satisfactory, although there are insufficient poetry books and books reflecting other cultures. A significant weakness of the school is the poor library provision. The library is badly sited, has insufficient books for research and no fiction books. These deficiencies are having a detrimental effect on the progress of pupils in English and show no improvement since the last inspection. Outside visits to the cinema and theatre and links with the local Arts Centre contribute well to the cultural development of pupils. The whole school community has co-operated to produce an attractive booklet reflecting all aspects of school life.

86. *Literacy*

87. The introduction of the literacy hour has had a positive effect on pupils and staff. However, there is no effective whole school approach to handwriting and spelling or clear structures to support writing. A cross-curricular approach has been adopted to some aspects of literacy. This includes the development of vocabulary and extended writing across a range of subjects. This is well illustrated in history where older pupils display empathy for the Jarrow marchers and in religious education where they write about fairness and justice. Pupils in other subjects record work for a number of reasons. In design and technology they write recipes in Year 1 and evaluate health drinks in Year 5. In art, pupils record the impact paintings have on them and write about individual artists. There are opportunities for reading aloud in assembly and in many lessons. Sometimes reading skills do not match other skills; for example, in meeting the more advanced reading requirements of textbooks in music and mathematics. Drama is used well to stimulate

writing, such as when Year 3 pupils re-enacted a Viking legend and enjoyed a Viking feast before recording their learning. The school has been rewarded for its cross-curricular approach to literacy by receiving the Basic Skills Award. It has also been successful in raising sponsorships to enable story sacks to be compiled for younger pupils.

88. The Family Literacy project has been a very positive initiative funded by the Basic Skills Agency. One member of staff and a governor have worked alongside a group of parents and pupils over a number of weeks. Parents have learned to listen closely to reading and have made attractive books for the school. Parental help in classrooms has increased. Reading levels for pupils rose initially.

88. **Mathematics**

89. In the 1998 national tests for seven year olds the proportion of pupils attaining the level expected at the end of Key Stage 1 was above the national average. A below average proportion exceed this level. In 1999, the proportions attaining at both the expected and the higher levels rose but as yet there are no national figures for comparison. At the end of Key Stage 2, in the 1998 tests, attainment at the expected level was in line with the national average. The level of higher attainment was below the national average. In 1999 there was a significant rise in the proportions attaining at both levels. When compared with similar schools, results in 1998 at the level expected are in line with the average at both key stages, but well below average at the higher level.

90. In 1999 there was a marked improvement in the proportions of pupils attaining at higher levels. At the end of Key Stage 1, the proportion rose from 9 per cent to 17 per cent and, more significantly, at the end of Key Stage 2, it rose from 7 per cent to 23 per cent. Figures for national averages and the comparison of data between similar schools for 1999 are not yet available. Inspection findings indicate that pupils' work is above average at the end of Key Stage 1, and well above average at the end of Key Stage 2. This is a great strength of the school and a significant improvement since the last inspection. There are a number of contributory factors: the improved quality of teaching, including specialist teaching, the introduction of effective Numeracy Hours, the good use of assessment data in targeting groups and individuals, grouping on the basis of prior attainments and a much greater emphasis on personal investigation. The school has recognised that there is some underachievement from pupils not yet attaining the levels expected and has put in place new support strategies to their raise attainment.

91. Pupils in Key Stage 1 make good progress, and at age seven, most have a firm grasp of all the rules of number for tens and units. They understand the concept of place value in their calculations. Pupils are good at mental arithmetic and enjoy the challenge of solving problems. Many pupils in Year 2 read and order a range of 2 and 3 digit numbers accurately. They discuss their work and explain what they have done. Pupils have a good level of understanding of technical terms, such as names of shapes and symmetry. Most name common geometrical shapes appropriately and many name more complex shapes, such as triangular prisms or pyramids. Pupils have experience of graphs. In Year 2, they record the heights and weights of class members in tabulations and bar charts. Higher attaining pupils read and compare various results to analyse average or more unusual results. Good, regular investigation opportunities give constant reinforcement to the basic skills and knowledge already acquired.

92. Very good progress is made in Key Stage 2, with pupils being set high levels of challenge within clearly defined time limits. Effective targets are set and pupils are determined to perform well. At the end of the key stage, pupils apply the four rules of number, using decimals. They know their

multiplication tables well and use their knowledge with ease in their investigations. They use and understand negative numbers, being fully aware of their practical use. They record answers in fractions, decimals and percentages and explain the relationship between these numbers using accurate technical vocabulary. Pupils have good understanding of fractions and percentages and calculate ratios in work on quantities. Their attainment in data handling is good. They understand how to calculate the mean, median or mode of a series of numbers. In work on probability pupils estimate possible outcomes and see relationships and patterns of numbers emerging. They have good knowledge in their work in shape, size and measure. Pupils with special educational needs are given good additional support, either within the classroom or in withdrawal groups when basic skills are reinforced and they make good progress.

93. Pupils throughout the school have very good attitudes to their work and enjoy lessons. In Key Stage 1, their response varies according to the quality of the teaching and the expectations of the teachers. In Key Stage 2, pupils' response is very good. Pupils show a thirst for knowledge and thrive on challenge. They concentrate very hard and show tremendous determination to succeed. They listen well and participate in discussions with enthusiasm. When invited to discuss their work individually, they are polite, explain clearly and confirm their enjoyment of the work. Behaviour is usually very good. Pupils are particularly capable in sharing ideas and exchanging information, so that challenges are achieved and success is promoted. Older higher attaining pupils eagerly anticipate their opportunity to participate in the extra curricular mathematics and Internet club.
94. Teaching in Key Stage 1 is good, with some excellent teaching taking place in Year 2. In the one unsatisfactory lesson seen the pace was slow, pupils were not well managed and responded by behaving in an unsatisfactory way. In Key Stage 2, teaching is very good, sometimes excellent. Teachers' subject knowledge is good in Key Stage 1 and very good in Key Stage 2. Assessment of pupils' levels of understanding is very good in both key stages and the information gained is used well in lesson planning to target pupils and provide for progress. Planning is good in Key Stage 1 and very good in Key Stage 2. Teachers have high expectations. In Key Stage 2, notably, there is a tremendous drive to succeed and pupils respond well to this. The management of pupils is good in both key stages. Teachers do not always make sufficient use of information technology in Numeracy Hours, although it is very well used for the higher attaining pupils in Years 2 and 6. Homework is set at levels appropriate to the needs of individual pupils and it greatly enhances the quality of learning, overall, more so at Key Stage 2 where challenging tasks are often the norm.
95. Leadership in mathematics is very good and is enhanced by good direction from the head teacher and governing body. Their use of a specialist mathematics teacher is proving to be successful in raising attainment. The monitoring and evaluation of standards and quality are effective with very good use made of the information to improve teaching and learning and to raise standards.
95. **Science**
96. In the 1998 national teacher assessments for seven year olds, the proportion of pupils attaining the level expected at the end of Key Stage 1 was slightly below the national average and that for similar schools. A below average proportion exceeded this level. In 1999, the proportions attaining at both the expected and the higher level rose slightly, but, as yet, there are no national figures for comparison. At the end of Key Stage 2, in the 1998 tests, attainment at the expected level was above the national average and average when compared to that for similar schools. The level of higher attainment was average in both comparisons. The 1999 results were similar to 1998 but these results were badly affected by absence with 15 per cent of pupils missing the tests. The school has introduced a new scheme of work, which provides very well for personal

investigation. There is also some specialist teaching of the subject by the co-ordinator in Key Stage 2 and inspection evidence indicates that attainment is now average at Key Stage 1 and well above average at Key Stage 2. In Year 6, most pupils work at the level expected at age 11 and a significant number work at a higher level.

97. The last inspection highlighted a lack of opportunities for challenging, investigative work, but this is no longer the case and the good quality of investigative science is now a major strength of the subject. Pupils have many opportunities to explore and test independently. By the end of Key Stage 1, pupils observe, discuss and carry out simple experiments to a sound standard, beginning to understand that test conditions should be fair. They have sound knowledge in the full range of study on materials, physical processes and living things and are beginning to develop a scientific vocabulary. They recall growing sunflowers from seed and measuring them as they grew. They understand that materials have properties and because of this some materials are better to use in manufacturing. They know that materials change and that some changes are permanent. For example, Year 2 pupils experiment with plasticene, aluminium foil, paperclips and sponge and discover that when squashing the sponge ball it always bounces back to its own shape but that when tearing aluminium foil it will not join itself up again. The great emphasis on investigation sometimes results in a much lower emphasis on recording and, although that carried out is completed in a scientific manner, the quality of pupils' learning is not always fully reflected.
98. All pupils, including those with special educational needs and those who are higher attainers, make good progress in Key Stage 2 and very good progress in lessons where the teaching is of high quality. At age eleven, most pupils have a very good understanding of scientific processes and fair testing and know that altering conditions affects the results of experiments. Pupils make sensible, reasoned predictions. They record their results independently and understand and use scientific terminology confidently. Again the high quality of their practical work is not always obvious from their written records, although they do record work in a good variety of scientific forms, such as reports and tables. The higher attainers are well challenged and think scientifically, as when Year 6 pupils put forward their hypotheses in an excellent lesson on conduction of sound through materials. Pupils have good knowledge and understanding of living things, the properties of materials and physical processes and they build consistently on this throughout the key stage. They classify living creatures such as birds, using a computer program, after observations in a local woodland. They have very good knowledge of materials and learn how solutions and mixtures can be separated by evaporation and filtration. In Year 6, pupils understand how sound is transmitted through materials and when experimenting with string telephones talk of how molecule bonds are changed by slackening or tightening the string. They use this knowledge to predict which branches of a complex telephone will hear a message. Pupils who have special educational needs take a full part in lessons and make good progress towards the lesson targets because of the very practical nature of activities.
99. Pupils have very good attitudes to their work; in particular they enjoy their opportunities to experiment independently. They listen carefully to teachers and make sensible comments. Pupils in Key Stage 2 are particularly enthusiastic about science. In the best lessons, pupils get much pleasure from the mature interaction with teachers. Pupils work very well in groups, sharing resources sensibly and behaving well. They develop self-confidence and self-esteem when their hypotheses are valued by teachers. Pupils with special educational needs are well integrated into lessons, taking a full part in investigations.
100. The quality of teaching is satisfactory, overall, in Key Stage 1 and very good, sometimes excellent, in Key Stage 2. Teachers in Key Stage 1 have sound subject knowledge, whilst for those in Key Stage 2 this is good. They use their knowledge well in planning a good range of well

timed investigative activities to meet the targets set for their lessons. Teachers are generally well organised and manage their classes well. They make good use of resources. In the best lessons, teachers have very good subject knowledge and very high expectations. They plan challenging lessons, which are conducted at a brisk pace. They constantly assess their pupils and immediately guide them on how to improve and offer further challenge. Although activities are usually the same for all pupils there is ample challenge for those who are higher attainers and support for those who have special educational needs.

101. The co-ordinator is extremely knowledgeable and enthusiastic and, although relatively inexperienced, has already had a significant impact on the teaching of science. He has produced a new scheme of work, supports teachers in the classroom and is the specialist teacher in Years 3 and 6. There are good procedures for assessment, including a test at the start and end of each topic and the results are well used in planning future work. The subject is well resourced.

OTHER SUBJECTS OR COURSES

101. Information technology

102. As at the time of the last inspection, attainment at the end of both key stages is in line with that expected at ages seven and eleven. There is now a wider use of information technology in other subjects than at that time but, in some classrooms, computers are not yet fully incorporated into teaching, particularly in Literacy and Numeracy Hours. Pupils, including those with special educational needs, make satisfactory progress through the school, although this is more consistent in operational skills, data handling and word processing than in monitoring and controlling of outside events or problem solving through simulations.

103. From their earliest days in school, pupils begin to use the computers and other equipment, such as listening stations and quickly learn to operate the mouse and the keyboard. At the end of Key Stage 1, they are confident in using the computers to enter writing or numerical data. They enhance the appearance of their writing by changing the size or type of print and print out simple graphs based on the data they have entered. They learn to control simple movements of a programmable toy and use simple number and language games to support their learning. However, this is not fully developed in Literacy and Numeracy Hours. Those pupils who are higher attainers in mathematics have data handling skills above the average. They enter and save data and then retrieve, evaluate and amend their own and other people's work before producing graphs.

104. At the end of Key Stage 2, pupils again have better skills in data handling and word-processing than in other aspects. When word processing they enter, save, retrieve, amend and enhance their work, changing text sizes and styles. Pupils enter, save, retrieve and edit data and produce a sound variety of graphs. Those who are higher attainers in mathematics are developing above average skills in data handling. They produce and evaluate their own and others' work and interrogate the information confidently, producing graphs. Pupils extract information from CD-ROM and have independent access to the computer suite when it is not in use for teaching. Work in solving problems through simulations, controlling and monitoring of events is just in line with the level expected at the end of the key stage. Higher attaining pupils in mathematics attend an advanced mathematics/Internet club where they are developing good skills in locating information on educational websites and solving problems.

105. Progress is now being enhanced by the direct teaching of skills, in blocks of time in the computer

suite. This is resulting in very good progress and a rapid rise in attainment levels. Pupils in Year 3 are working at the levels expected in Year 6, in word processing. They enter, save, retrieve, amend and enhance their work, adding graphics. They change the size of the graphics and alter relative positions of text and pictures. All pupils will have timetabled access to the specialist teaching and computer suite during the year.

106. Pupils respond well to the use of modern technology, particularly those who are using the computer suite. All are confident in using equipment and, when it is necessary to share, co-operate well and support each other. Those using the new computers are highly motivated and enthusiastic about their work and proud of the progress they have made in a short period of time. All concentrate well on their tasks and behaviour is good
107. No direct teaching was observed in the classrooms but the evidence from planning, pupils' work, incidental observations and discussions with pupils indicates that it is satisfactory, although some teachers under-use computers in Literacy and Numeracy Hours. Direct teaching of skills in the computer suite is of high quality. The teacher's expectations are very high and relationships with the pupils very good. The pace is brisk and a variety of well timed tasks challenges pupils well. The teacher and parent helper constantly assess pupils and record their progress, helping them to consolidate new skills and then extend them.
108. An effective co-ordinator has been instrumental in the development of a new scheme of work and the development of the computer suite. Assessment and recording procedures are well used in planning future work. Resources vary; those in the computer suite are very good, with a computer for each child when half classes are taught directly but some equipment in the classrooms, such as printers, is now a little outdated. The school has plans for updating equipment over the next few years.
108. **Religious education**
109. Standards of attainment at the end of both key stages are in line with expectations of the Lincolnshire Agreed Syllabus. Since the last inspection report, standards have been maintained throughout the school.
110. By the end of Key Stage 1, pupils have a satisfactory knowledge of stories from the Bible and understand that these stories have meanings beyond the literal. They know about the events in the life of Christ, retell many parables and miracles and explain about major Christian festivals. They have some knowledge of major events in other world faiths and recognise that there are differences between their own religious customs and those of other faiths.
111. At the end of Key Stage 2, pupils' knowledge of Christianity is satisfactory. They have a wider knowledge of stories from the Old and New Testament and recognise that Christianity offers a spiritual significance to Christian believers, which is explained by a study of the Bible. Knowledge of names and uses of artefacts and symbols of the Christian church are satisfactory. By Year 6, pupils have a good knowledge of customs associated with different religions, such as Islam. They begin to understand the religious beliefs of others and the deeper significance of faiths as part of society.
112. All pupils including those with special educational needs make satisfactory progress over time, whilst progress in individual lessons is sometimes good. In all lessons, pupils explain

satisfactorily what they have learned and generally respond well in class discussion. At Key Stage 1, pupils learn by acting in plays, writing stories, or making celebration cards for Divali, or weddings and christenings. By Key Stage 2, pupils make good progress using appropriate vocabulary as they record in more detail in tables, charts or written accounts.

113. Pupils' attitudes to learning across the school are good. Pupils listen attentively when new work is explained and generally respond readily when the teacher questions them. They are tolerant of the opinions of others and are eager to learn about the differences in religious practice and belief. Pupils work well together when they are required to share materials or to join in role-play.
114. The quality of teaching is satisfactory and often good in individual lessons in both key stages. Teachers have good subject knowledge of Christianity and satisfactory knowledge of some other world faiths. Lessons are well planned, relevant and include many different teaching strategies to make religious education interesting. Although there are a few visits to local churches, in general there are limited opportunities to enrich the curriculum by visits to places of worship or by inviting visitors into school. Opportunities for independent research at both key stages are limited as there are insufficient books. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils through the study of faiths and moral issues. Collective worship often includes faith stories and makes a good contribution to pupils' religious education.

114. **Art**

115. The previous report highlighted the need to identify talented artists and seek ways of developing their talents. This requirement has been met in full. There is an excellent detailed scheme of work and additional information for non-specialist teachers which ensures that pupils' artistic skills are extended and their knowledge increased. Targets are set in the scheme and pupils who have a particular talent meet the co-ordinator monthly and receive extra support.
116. During the inspection only two lessons were seen. However, evidence from teachers' planning, pupils' portfolios, displays, photographic evidence and discussions with pupils and the curriculum co-ordinator indicate that pupils' work at the end of both key stages is better than generally found in pupils of the same age. Overall, all pupils, including those with special educational needs, make good progress.
117. Progress is good in Key Stage 1. Pupils learn appropriate techniques and use a wide range of materials and media. They learn about colour mixing, tie dying and printing with fruit, vegetables and other everyday objects. Pupils make collages using contrasting materials and learn how to combine these with textured surface rubbings. They further develop their drawing skills and produce carefully observed Crazy Bear drawings of a very high standard. They mould and sculpt, exploring a range of materials such as clay, plasticene and salt dough and develop further their skills in creating three-dimensional models, using found materials effectively. At the end of the key stage, pupils work confidently and imaginatively with tools and a wide range of materials and techniques. They have a good knowledge of artists such as Cezanne and Kandinsky and identify key features of their styles. This is evident when Year 2 pupils discuss and investigate Archimboldo and use his particular style as a stimulus for creating portraits, using fresh fruit and vegetables, drawing portraits and creating collages from magazine pictures.
118. Progress in Key Stage 2 is good and pupils build upon their earlier experiences effectively. They continue to develop their knowledge of different media and refine further a wider range of

techniques achieving high standards in their use. They learn about past and present art from different cultures such as South America, Russia and the Caribbean. Pupils create Roman style mosaics and pottery and very colourful large murals based on Aboriginal art. Inspired by traditional Nigerian methods, they use batik effectively to make wall hangings and produce carefully painted and printed African masks. They study techniques and resources used in making fabric designs in more detail and record their evaluations in their sketchbooks. Pupils develop a good understanding of the works of a wide range of artists and appreciate their works, comparing styles and techniques and emulating their styles competently. Their critical analysis skills develop increasingly through comparing how different artists portray different subjects, such as people, landscapes and seascapes. At the end of Key Stage 2 they are very knowledgeable when discussing and reflecting on their work or the work of artists. They know a wide range of technical terms, which they use correctly when discussing and comparing work, such as L S Lowry's paintings and Escher's use of line. The quality of pupils' work is of a very high standard.

119. Pupils' responses to art are very good. They are observant, very confident and keen to contribute to discussions. They enjoy the challenge of working with new techniques and work with sustained concentration. All pupils are very well behaved, working co-operatively in groups, and independently and show a desire to produce good work.
120. The quality of teaching is good and frequently very good. Teachers use very clear explanations, plan and provide well organised tasks, keep an appropriate, brisk pace and provide stimulating resources. They set high expectations and facilitate independent learning by creating an atmosphere that encourages self expression. They interact very skilfully with pupils and encourage them to observe more closely and to identify opportunities for making improvements. Discussions are of a very high quality and have an impact on raising the quality of the pupils' work. Assessments are used effectively to inform planning and identify specific support for pupils. The recently established Key Stage 1 and Key Stage 2 records are well organised and manageable.
121. The co-ordinator provides very good leadership and is committed to ensuring that high standards are maintained, providing excellent support for other staff. The co-ordinator monitors teaching and planning and maintains portfolios of examples of work from each year group.
122. Very good use is made of visiting artists and visits. For example, Year 5 pupils visit Bourne Woods to study and compare local and Egyptian sculpture. Good links have been established with Blackfriars Centre and the school is involved in various arts projects, including artists in residence, which make a positive impact on pupils' progress and achievements. Provision for art enhances very effectively other subjects of the curriculum. Literacy is clearly integrated throughout the programme of activities and art makes a very positive contribution to pupils' spiritual, social and cultural development.
122. **Design and technology**
123. During the inspection only three lessons were seen. However, evidence from teachers' planning, pupils' work, displays and discussions with pupils and the curriculum co-ordinator indicate that pupils, including those with special educational needs, make good progress. The quality of work at ages seven and eleven is better than generally found in pupils of the same age.
124. At the end of Key Stage 1, the majority of pupils have a good basic knowledge and understanding of the designing and making process with a wide range of appropriate materials. They become

increasingly familiar with simple mechanisms when they design and make simple puppets with moving parts and vehicles such as post van or a bus using axles and wheels. Younger pupils design and make a toy or a game. They incorporate a simple winding mechanism for Incy Wincy Spider to go up the spout. Year 1 pupils are introduced to food preparation. They enjoy tasting, designing and preparing a fresh fruit dish for teddy bears' party and evaluating bought biscuits in order to design and make biscuits for Easter. Year 2 pupils choose a mechanism to make the drawbridge on a castle work. They use fabric crayons and collage techniques effectively when designing an outfit for a day at the beach. They also use simple circuits confidently to work, for example, their robots, or the lighthouses they design and make. All pupils find out about moving parts such as springs, slides and levers when they design and make greetings cards. The majority of pupils develop a good range of vocabulary for naming and describing the equipment, materials and components they use. They gradually become more confident when discussing and evaluating their work.

125. Pupils make good progress in Key Stage 2. They develop further their knowledge and understanding and designing and making skills. The pupils design and build models of construction site vehicles, effectively incorporating electrical and mechanical components. Older pupils develop their skills, knowledge and understanding further through designing and making load lifting vehicles such as cranes, fork lift and tipper trucks, using a wider range of mechanical and electrical components, structures, construction kits and materials. They assemble and join competently and implement improvements effectively. Pupils work to their own designs and their measurements and plans become increasingly accurate. They develop further skills in food technology and research and investigate traditional foods for different festivals such as Diwali, Christmas and Chinese New Year, tasting and recording their preferences. They use this information to design and make relevant food gifts from recipes for biscuits, which they adapt to their purpose. Pupils identify needs and opportunities for using technology such as the story sack project. In this project, Year 6 pupils design and make a sack to hold a storybook and accessories for younger pupils. By the end of Year 6, the majority of pupils confidently plan a project, design, select tools and materials. They implement improvements and evaluate the finished product competently against their original intention.
126. In both key stages, pupils' attitudes to work are good. They are very well behaved and enthusiastic, working collaboratively in productive groups as well as independently. They use materials and tools safely and listen carefully to instructions from teachers. They concentrate and persevere, working purposefully on extended tasks. They take pride in their work and produce good quality results.
127. The quality of teaching is good and it contributes very well to the progress made. In lessons observed it ranged from excellent to satisfactory. In the best lesson, expert teaching was demonstrated through the teacher's totally secure knowledge and understanding of the subject, excellent management and control throughout the lesson, a very high standard of direct teaching and extremely skilful questioning which enabled the pupils to reflect on their ideas and take their learning forward. Lessons are well planned and structured with projects that are very well matched to the needs of all of the pupils. Activities are set in a meaningful context, which gives them a realistic purpose. Resources are carefully chosen. Lessons are conducted at a brisk pace. Teachers give clear explanations and use a variety of questions to generate interest and to assess pupils' progress. Pupils maintain a written project record which is assessed by teachers. Assessments are used very effectively to provide support for pupils and to plan the next lessons. Projects are effectively linked to other subjects and literacy and numeracy skills are clearly integrated into the projects for each year.

128. An efficient and enthusiastic co-ordinator organises resources and monitors teaching, planning, and coverage very effectively. The scheme of work is very good, as it provides excellent support and guidance for teachers. A clear and coherent record of progress of the pupils' capabilities in designing and making has recently been established across both key stages. There is an after school Textiles Club where pupils are involved in simple sewing projects, choosing what they wish to make and designing their own patterns. As their skills develop, they learn to how to use a sewing machine. The curriculum is broad and balanced and matches that of the National Curriculum.

128.

Geography

129. Pupils are making good progress in both key stages. Throughout Key Stage 1, pupils are developing their geographical vocabulary and extending their knowledge. They follow the route from home to school on a simple map and draw plans of the classroom. They take photographs to help them study the local area. In a well taught lesson in Year 2, pupils looked down on a picnic setting for Pooh Bear then transferred their increasing knowledge of plans to complete their own work. They show an understanding of keys and identify rivers and mountains on maps of varying scales. They name the countries which make up the United Kingdom. At age seven their knowledge and skills are better than those of the majority of pupils of the same age.

130. Pupils in Key Stage 2 continue to make good progress in acquiring skills and understanding. All pupils learn to use compass points and to represent information in a range of ways. This includes graphs and bar charts, for example, after traffic surveys in Year 4. Studying the local area in Year 3 increases knowledge about buildings and their uses. Pupils in Year 5 gain knowledge of river valleys by modelling them in papier maché whilst pupils in Year 6 display increasing knowledge of the European Union. They readily identify differences between France and England as observed at the recent French market in Boston. Evidence is gathered from a range of sources to support findings including information technology, newspapers and videos. At age eleven, their work is of a better quality than the majority of pupils of the same age.

131. Pupils respond well to lessons and contribute well to discussion. In a Year 6 lesson, pupils debated the advantages and disadvantages of membership of the European Union. They are keen to discuss their work and are quiet and well behaved. Poor handwriting skills detract from the presentation of some written work, although most graphs and charts are neatly produced. A pupil with special needs advised on checking the date of information to ensure that it was still valid.

132. Teaching is good and teachers are making good use of the comprehensive scheme of work and adapting it to meet individual needs. Teachers' subject knowledge is good and is well used in planning. Lessons include activities designed to keep a good balance between skills and knowledge and this is an improvement on the previous inspection. Particularly good use is made of the local area to support learning. Teaching is further enhanced by visits further afield, including residential visits for older pupils to Wales. Opportunities given for discussion, for extended writing and for presenting work in a variety of ways contribute to development in other areas of the curriculum.

133. The co-ordinator has guided colleagues well. The policy is well planned to provide continuity and progression of learning. Assessment procedures have improved since the last inspection and information gained is well used in supporting the good progress made. A good range of resources including books, charts and maps of varying scales has been assembled and is easily accessible. More globes are needed for use in every classroom. Resources are extremely well supplemented

by the use of the immediate and wider areas. The planning of the school Millennium Garden has aided environmental awareness, knowledge of plans and the effect of seasons.

History

134. It was not possible to observe lessons in Key Stage 1 because of time-tabling arrangements. The judgement that progress is satisfactory is based on the scrutiny of work, displays and teachers' planning. Pupils are making progress with historical language including chronology. They consider very recent events in their lives and complete a time line reaching back to their birth, which includes consideration of minutes, days, weeks, and years. Knowledge of the past is strengthened through dressing in Victorian costume and comparing it with modern dress. Pupils identify old and new toys and enjoy visits linked to historical topics. At Lincoln Castle they studied different parts of the building and used this knowledge to make booklets.
135. Progress is good in Key Stage 2, including progress made in speaking and listening skills. In Year 3, pupils look at the development of the local market and identify characteristics of buildings through the ages. Writing about Boston in the 18th century encourages empathy. Pupils make very good progress in Year 4. Local links with the Pilgrim Fathers have encouraged research and historical enquiry. Older pupils understand the contribution of Greece to architecture and democracy. By Year 6, pupils are becoming selective about information and link cause and effect. They identify events leading up to World War II and express concern for those affected by the depression of the 1930's. Pupils with special educational needs make good progress, in line with others of the same age.
136. Pupils have good attitudes to learning and co-operate well. Their behaviour is good. They share resources and they discuss historical events in small and large groups, respecting the views of others. They show enthusiasm for presenting work in a variety of ways, for example a dramatic re-enactment of a Viking feast in Year 3. The presentation of written work is sometimes careless and there are insufficient opportunities to word process work.
137. Teaching in Key Stage 1 is at least satisfactory and in Key Stage 2 it is good. The staff are knowledgeable, plan interesting lessons and give pupils the opportunity to make a number of visits. The teaching of history has improved since the last inspection, when the subject knowledge of some teachers was insufficient. Teachers convey their own enthusiasm and extend pupils' reasoning skills by allowing time for thoughtful answers. Oral assessment of work is good and there are good procedures for recording pupils' attainments. A more structured approach to some written work is needed to help some pupils record their ideas.
138. The personal interests of the co-ordinator and governor with responsibility for history are beneficial. There is very good monitoring of the subject across the school. Careful thought has been given to extending writing and language through history and there are plans for the greater use of information technology to enhance learning and recording. Progress has been made in these areas since the previous report. The local area is rich in historical interest and is very well used by the school. Other outside visits supplement the resources that are only just sufficient. Some outstanding displays, especially in Year 4, contribute very positively to the learning environment and to the ethos of the subject.

138. Music

139. The majority of pupils make satisfactory progress both in individual lessons and through both key stages, maintaining the standards attained in the previous inspection report. Most pupils at Key Stage 1 play simple rhythms on a variety of percussion instruments and sing a good repertoire of songs, including nursery rhymes, from memory. They enjoy listening to music and sing tunefully with enthusiasm. For example, Year 2 pupils listened to a new song from the Philippines called "Counting Rice" and, by the end of the lesson, were able to sing lustily from memory, having good pitch and good recall of the two rhythms within the song. Pupils at Key Stage 2 sing with clear diction and are developing an awareness of the dynamics of music. In Year 6, pupils listening to and evaluating the music "Sumatra" by Adrian Phillips could identify a pentatonic scale, demonstrating good listening and appraising skills and showing a developing use of musical vocabulary. Progress for pupils with special educational needs is satisfactory and they work at similar levels to other pupils of the same age.
140. The recent introduction of a new scheme of work, which provides structured coverage of all aspects of the music curriculum, has helped to ensure that class music lessons firmly establish an acceptable standard of appraisal, performance and composition. However, there is insufficient attention to musical composition or notation, which would challenge the higher attaining pupils. Pupils who attend recorder groups and choir are enthusiastic and well motivated. They perform in assemblies, concerts and productions and have participated in a local recorder festival. The subject makes a good contribution to pupils' spiritual and cultural development and links successfully to other areas of the curriculum. For example, teachers used native American music to help pupils identify the flutes and timpani playing the haunting melody. The school has a good level of percussion instruments, but has only a limited range of resources from European and non-western cultures.
141. Pupils' response is at least satisfactory in all lessons and often good. All pupils, including those with special educational needs, show respect for the efforts of others and respond well to their teachers. Their behaviour is good and they co-operate well, working collaboratively when required. Pupils respond well to opportunities to play on their own and share instruments with others. They are prepared to contribute to discussions and offer suggestions.
142. The quality of teaching is satisfactory, overall. In good lessons, the teacher is confident and secure with the subject matter, instructions and explanations are clear and questioning is focused and effective. However, not all lessons are sufficiently well organised and some teachers are uncertain about the standards they should expect from pupils. In these lessons, pupils often need more help and encouragement to improve their performance. A small number of pupils have piano lessons with a visiting instrumental teacher.

142. **Physical education**

143. During the inspection only three lessons were observed, one in dance, one in games and one in gymnastics. Judgements are supported by evidence from teachers' planning, photographs and discussions with pupils and the curriculum co-ordinator. Evidence indicates that pupils, including those with special educational needs, make good progress in both key stages. At ages seven and eleven, the majority work at levels higher than most others of the same age do.
144. At the end of Key Stage 1, pupils have a good understanding about different ways of directing and throwing balls. The majority direct the ball accurately to a partner using a range of throwing styles. They devise simple games, positioning themselves in different formations in order to develop a short sequence using their newly acquired throwing and catching skills. Pupils move in

a variety of different ways on the apparatus and in response to music., developing increasing awareness of space and control of their bodies. They learn about the importance of warming up and cooling down and have a good awareness of safety.

145. Throughout Key Stage 2, pupils consolidate and improve skills learned in Key Stage 1 and at age 11 have developed good skills in dance, gymnastics, swimming, outdoor activities and a range of games. Pupils follow instructions well and perform satisfactorily to music, developing greater control of their movements including changing levels, direction, speed and transference of weight. They devise sequences using these movements in response to music and work well in pairs, carefully mirroring each other's movements. Pupils move on and around their apparatus safely, showing consideration for others. Their performances are well executed, movements are well controlled and their ability to compose a range of sequences, using a wide variety of movements, is good. In the early key stage, pupils develop good levels of appropriate critical language and make simple evaluations about what they liked or disliked about each other's movements and sequences. At the end of Year 6, the majority evaluate their own and other pupils' efforts in a sensitive and helpful way and improve their performance. Pupils make good progress in swimming too and the majority swim to the expected level at age 11. In games, the pupils develop good skills in hockey, rugby, cricket, netball, rounders and football and teams compete successfully against other local schools.
146. Pupils have good attitudes to lessons and are keen to develop their skills and improve their performances. Most respond appropriately and quickly to their teachers. They show a good sense of responsibility and willingness to be helpful. Most pupils concentrate on the task, however demanding and persevere with refinements until they are satisfied with their performances. They collaborate well in small groups and work well independently.
147. The quality of teaching is good. It is characterised by clear lesson plans, which promote the progressive build up of ideas. Teachers give clear instructions and ensure a brisk pace. They provide good opportunities for pupils to develop and improve their skills. They encourage pupils effectively, maximising opportunities for them to evaluate their efforts. Teachers assess pupils constantly and give them good feedback, which also helps them to refine and improve their performance. Overall, behaviour is managed effectively. In the satisfactory lesson teaching was effective but insufficient time was allowed for the pupils to reflect on or to refine their sequences.
148. Good progress has been made in areas highlighted in the last inspection. One area of concern identified was a weakness in the policy. It did not give teachers enough guidance in planning or on appropriate activities to undertake with pupils at different levels. Of particular concern was the fact that teaching was unimaginative and lacking in challenge. Games skills, particularly throwing and catching, were frequently underdeveloped. The new policy recently written by the co-ordinator, indicates very clearly appropriate activities for each year group, what the pupils should achieve and targets for the end of each year. Planning is very good and activities are matched to different ranges of abilities and skills by the choice of resources and equipment to be used. A well-structured, comprehensive programme for teaching pupils to swim also caters for the more competent swimmers by providing broader challenges to meet their needs. Assessments are used effectively to identify specific support for pupils. The recently established records are well organised and manageable.
149. The school has active and successful football, netball and gymnastics clubs and pupils compete in local leagues and take part in the Spalding Dance Festival. Teachers provide a very effective programme of extra curricular activities such as netball, football coaching, dance and cross country. These are well supported and considerably enhance and support the curriculum and

pupils' individual achievements.

149.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

150. The school was inspected for a total of 24 inspector days by a team of five inspectors.
151. During this time they observed 87 lessons or parts of lessons for a total of 73 hours 20 minutes.
152. They heard a total of readers for a total of 5 hours 30 minutes and talked to others about their work.
153. They attended registrations, assemblies and observed playtimes and lunch-hours for a total of 3 hours 45 minutes.
154. Inspectors scrutinised samples of work from books, displays and photographs for the current and previous years for a total of 6 hours and 10 minutes.
155. Discussions were held with teachers, non-teaching staff, governors, parents and visitors to the school, such as the education welfare officer.
156. All available school policies, schemes of work, planning and assessment documents, registers, teachers' records and reports to parents were scrutinised, including those relating to the pupils with additional educational needs.
157. Minutes and reports of the governing body were examined.
158. All planning and financial documents were scrutinised.
159. A meeting was held with parents prior to the inspection and 93 responses to the parents' questionnaire were analysed.

160. DATA AND INDICATORS

160. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	407	1	82	31
Nursery Unit/School	26	0	1	n/a

160. Teachers and classes

160. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	17
Number of pupils per qualified teacher:	24

160. Education support staff (YR – Y6)

Total number of education support staff:	9
Total aggregate hours worked each week:	187.5

160. Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	24

160. Education support staff (Nursery unit)

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5
Average class size:	27

160. Financial data

Financial year:	1998/99
	£
Total Income	671714
Total Expenditure	661396
Expenditure per pupil	1440
Balance brought forward from previous year	0
Balance carried forward to next year	10318

160. **PARENTAL SURVEY**

Number of questionnaires sent out: 459

Number of questionnaires returned: 93

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	34	62	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	55	0	0	0
The school handles complaints from parents well	12	64	22	2	0
The school gives me a clear understanding of what is taught	18	75	4	2	0
The school keeps me well informed about my child(ren)'s progress	32	60	5	2	0
The school enables my child(ren) to achieve a good standard of work	35	65	0	0	0
The school encourages children to get involved in more than just their daily lessons	20	72	6	0	1
I am satisfied with the work that my child(ren) is/are expected to do at home	25	59	7	7	2
The school's values and attitudes have a positive effect on my child(ren)	26	69	5	0	0
The school achieves high standards of good behaviour	23	69	8	1	0
My child(ren) like(s) school	44	53	2	1	0

160. **Other issues raised by parents**

A small minority of parents expressed concern that homework in the nursery and reception classes was too formal. They felt that such young children should not have homework.

Percentages in parentheses refer to the year before the latest reporting year