

# INSPECTION REPORT

## **OSGODBY PRIMARY SCHOOL**

Osgodby, Market Rasen

LEA area: Lincolnshire

Unique reference number: 120471

Headteacher: Mrs N Dawson

Reporting inspector: Jean Morley  
25470

Dates of inspection: March 5<sup>th</sup> – 8<sup>th</sup> 2001

Inspection number: 185077

Full inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Main Street Osgodby Market Rasen Lincolnshire
Postcode:	LN8 3TA
Telephone number:	01673 828323
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Colin Saywell
Date of previous inspection:	June 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25470	Jean Morley	<i>Registered inspector</i>	English; Science; Music; Physical education; Special educational needs; Equal opportunities.	What sort of school is it? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9652	Colin Herbert	<i>Lay inspector</i>		Pupils attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
25623	Ted Cox	<i>Team inspector</i>	The Foundation Stage curriculum; Mathematics; Information and communications technology; Art; Design and technology; Geography; History; Religious education.	How good are the curricular and other opportunities?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

With 67 pupils aged from four to eleven on roll, Osgodby is a small primary school: it has three classes. The school serves the village of the same name and, additionally, some pupils are brought in by bus from surrounding villages. The school shares the site with a building which is run as a private nursery during the day, and as a Kids Club after school and in the holidays. The proportion of pupils with special educational needs (13.4 per cent) and the proportion eligible for free school meals (6 per cent) are below the national average. There are no pupils for whom English is an additional language, and all pupils are white. Socio-economic circumstances are above average. Attainment on entry to the school is variable, but when data over several years are considered, children enter with average standards.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

### **HOW GOOD THE SCHOOL IS**

This is a good school. It is well led and managed by the headteacher, who, with governors, has appointed a team of skilled and dedicated teachers. Relationships between teachers and pupils are outstandingly good. The quality of teaching is good overall and frequently very good. Pupils have a genuine eagerness to learn and this is reflected in the high standards they achieve. The school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Standards are well above average in mathematics, science, and the speaking element of English.
- Standards are above average in the reading and listening elements of English.
- All teachers teach well, and several aspects of their work are very good or excellent.
- The school is well led; there is clear direction for its work and it is a happy place to be.
- Provision for moral development is very good.
- Relationships between staff and pupils are outstandingly good.
- Pupils behave very well and are enthusiastic learners.
- Attendance is very good; pupils are keen to come to school and are happy there.

### **WHAT COULD BE IMPROVED**

- Some elements related to pupils' written work: the opportunities for them to write at length; the quality of presentation and the quality of teachers' marking.
- Standards in information and communication technology.



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*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1995. In the interim there has been an almost complete change of governors and staff, including the headteacher, and substantial alterations and extensions to the building. Despite these changes, the school has significantly improved standards in some aspects of English, and in mathematics and science. It has dealt efficiently with all the key issues of the last report. The quality of both leadership and teaching are such that the school is well placed to make further improvements.

## STANDARDS

The table below shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	C	D	E
mathematics	A*	D	A	A
science	A*	D	A	A

<i>Key</i>	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	
<i>B</i>	
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

In the 2000 national tests, pupils achieved standards in mathematics and science that were well above both national standards and those of similar schools. Standards in English were below national standards and well below those of similar schools. Writing was the element of English that caused this below average result: standards of reading were above average. Given the pupils in the cohort; some of whom had special educational needs and some who achieved marks very close to the Level 4 standard, these results are not as weak as the bald data suggest. Although they could be better, standards in writing throughout the school are satisfactory. The key point is that the quality of pupils' recorded work fails to do justice to their very good levels of knowledge and understanding. However, this need not be a long, uphill task for this school and its pupils. Pupils' eagerness to learn, combined with the high quality of the teaching they receive, means that what is required is a change of emphasis. This change relates to the **quantity** of what pupils write, its **presentation** and the way in which teachers **mark** it. Rapid improvement should not be difficult to secure.

The school sets challenging targets and, given some additional input on writing, is likely to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils approach all classroom activities with eagerness, but they do not always take the pride they should in their recorded work. This is because some teachers' expectations of presentation are too low and the quality of their marking is not good enough.
Behaviour, in and out of classrooms	Pupils behave very well. In classrooms they work hard, whether directly supervised or working independently of their teacher.
Personal development and relationships	Relationships between teachers and pupils are outstanding. Pupils' personal development is good.
Attendance	Attendance is very good. Pupils arrive promptly for school and lessons begin punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Of the teaching seen, 8 per cent was excellent, 46 per cent was very good, 42 per cent was good and 4 per cent, satisfactory. Hence, in the majority of the lessons, teaching was very good or better. Overall, however, the quality of teaching is good rather than very good. This is because, beyond Year 1, teachers' marking should be better than it sometimes is. Expectations of presentation should also be better. English and mathematics skills are taught very well in literacy and numeracy lessons. Numeracy is developed very well through the curriculum. Literacy skills are satisfactorily developed although, beyond Year 1, other subjects do not always support this process as well as they should.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The full curriculum is not in place because elements of information technology are not taught. Time for indoor physical education is insufficient, though it is about to be increased. In other areas, however, the curriculum is skilfully planned to meet the needs of pupils in mixed age classes, and to make learning an exciting and challenging experience.
Provision for pupils with special educational needs	Provision is good. The key feature to this success is that pupils in this school are consistently helped to <b>believe</b> they can succeed: this often proves self-fulfilling. All pupils have weekly, one-to-one or small group teaching out of the classroom. In addition, support within the classroom from teachers and assistants is of high quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is very good and it grows naturally from unspoken expectation. Provision for social and spiritual and cultural development is good.
How well the school cares for its pupils	The school cares well for its pupils. The care is underpinned by the excellent quality of relationships and the very good knowledge which all staff have of all pupils.

The partnership with parents is good. Parents contribute very well to pupils' good reading standards. They help in classrooms and support school visits.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads a happy and successful school, and leads it well. She has a clear overview of the school and what it provides. The individual strengths of all who work in the school combine successfully, to the benefit of the pupils.
How well the governors fulfil their responsibilities	The school has a very 'new' governing body. Its members are supportive and committed to the task of governing the school well. They are systematically acquiring the skills to help them in this.
The school's evaluation of its performance	The school has a sound understanding of its strengths and weaknesses. There is a refreshing eagerness to learn in order to improve still further.
The strategic use of resources	The school makes satisfactory use of resources with the exception of those for information and communication technology and indoor physical education.

The staff are adequate in number and experience. The job-share arrangements that operate in two of the three classes work very well. Accommodation is adequate and recent alterations have made a significant and much needed improvement to the office and staff room areas. Resources are satisfactory in all areas of the curriculum. The school has little surplus budget, but what money is available is spent prudently.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>More than 90 per cent of parents who responded said:</p> <ul style="list-style-type: none"> <li>• their child likes school.</li> <li>• children make good progress.</li> <li>• children are taught well.</li> <li>• children behave well.</li> <li>• the school is approachable.</li> </ul>	<p>More than 20 per cent said they would like to see improvement in:</p> <ul style="list-style-type: none"> <li>• the amount of homework pupils are given.</li> <li>• parents' working relationship with the school.</li> <li>• the quality of leadership and management.</li> <li>• the activities outside lessons.</li> </ul>

The team agrees with all the favourable points expressed by the parents. With regard to the points that cause parental concern:

- \* the school needs to provide a structured homework plan, and is in the process of doing so;
- \* there are good working relationships between home and school: a significant number of parents help in classrooms and on visits;
- \* the headteacher leads the school well and has successfully built a strong team of teachers, all of whom work hard on behalf of the pupils;
- \* there is some room for improvement in the additional activities on offer to pupils.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In 2000, at the end of Key Stage 2, pupils achieved standards in English that were below the national average and well below the average for similar schools. It was pupils' weak performance in writing that was responsible for the low standards. However, cohorts in this school are small and a single pupil makes a significant difference when comparing school results with national averages. Given the pupils in the cohort concerned, some of whom had special educational needs and some who achieved marks very close to the Level 4 standard, these results are not as weak as the bald data suggest. Although they could, and should, be better, standards in writing throughout the school are satisfactory.
2. In the Key Stage 2 tests in mathematics for the year 2000, pupils achieved standards well above both the national average and the average for similar schools. Given the current rate of progress, these standards will be maintained.
3. In science, the Key Stage 2 test results were equally creditable; the standards achieved were well above the national average and well above the average for similar schools. However, it is possible to come to a judgement about the standards pupils achieve only by talking to them. Their recorded work is just of a satisfactory standard and is an inaccurate reflection of their high levels of knowledge and understanding.
4. In the end of Key Stage 1 national tests in 2000, pupils achieved standards that were well above those nationally in reading, in writing and in mathematics. Current standards are above national averages in reading and in mathematics and satisfactory in writing. While writing standards are slightly weaker, the difference is less marked in Key Stage 1 than in Key Stage 2.
5. Data relating to national comparisons should be interpreted with caution for the reasons already stated. What is more pertinent, however, is the data related to the progress made by pupils through Key Stage 2. In this respect over the period 1996 – 2000, there are significant differences between subjects. The progress of Osgodby pupils in mathematics was well above average: the comparison here is made with pupils in schools whose Key Stage 1 attainment was similar. Over the same period, progress in science was also well above that of similar schools. Progress in English was below that of similar schools. This data does emphasise the need to seek improvement. However, the key point is that improvement need not be a long, uphill task for the school. Pupils can already spell accurately, use punctuation correctly and write neatly. But, they tend to use these skills when the lesson is called 'literacy'. Their eagerness to learn – combined with the high quality of the teaching they receive - means that what is required is more a change of emphasis than anything else. This change relates to the **quantity** of what pupils write, expectations of **presentation**, and the way in which teachers **mark** pupils' work.

6. Children enter the school at the age of four with attainment that is broadly average. Pupils make good – and often very good – progress through the Foundation Stage, so that by the time they enter the reception class their attainment in all the aspects of learning exceeds that which is expected.

7. Pupils with special educational needs achieve good standards in relation to their prior attainment, except in the written content of their work. As with all pupils in the school, this is a weaker feature. However, they do learn well overall and this is the result of the good quality of teaching they receive. There are no significant differences in the standards achieved by boys and by girls.

8. In Key Stages 1 and 2, standards achieved in information and communication technology (ICT) are unsatisfactory. There are two main contributory factors. Firstly, the school does not yet have all the equipment and facilities it needs to teach the full ICT curriculum. When these are in place, teachers will need associated training. Secondly, pupils' access to computers is insufficient.

9. Standards in religious education are satisfactory at the end of both key stages. So, too, are standards in art, design and technology, geography and physical education. Standards in music are satisfactory at the end of Key Stage 2 but there is insufficient evidence to support a judgement at the end of Key Stage 1. Standards in history are good throughout the school.

### **Pupils' attitudes, values and personal development**

10. The attitudes of all pupils to school and to their learning are very good overall. Their behaviour in and around school is also very good. The personal development of pupils is good, and the relationships throughout the school community are excellent. This particular aspect of school life has been improved since the last inspection, and all these factors have a positive impact on pupils' learning. Parents have similarly positive views about behaviour in school and the attitudes that the school promotes. They also believe that their children behave particularly well when they are representing the school at outside activities. This view was clearly reflected in comments made at their meeting and through their responses to the questionnaire.

11. In the classroom, the attitude and behaviour of pupils was good or better in 96 per cent of lessons, very good or better in 73 per cent, and excellent in 8 per cent. Similar standards of behaviour were observed in the playground, in the dining hall and around school. There was no indication of any unsociable behaviour whatsoever during the inspection. There are no exclusions from school.

12. Pupils have a very good understanding of right and wrong and show respect for their school. There was no evidence of litter, graffiti or vandalism in or around the school. A very good example of how younger pupils want to keep their classroom tidy was in a Year Reception / 1 lesson where they had been 'cutting out'. Pupils were observed picking up the scraps of waste paper and putting it in bins, without being asked by their teacher. All pupils enjoy coming to school and are keen to discuss their views in class. For example, in a Year 5

/ 6 art lesson, pupils were ‘bursting with enthusiasm’ to tackle the task they had been set. In the course of a discussion, a Year 1 pupil said that when he grew up he would ‘either like to be a vet or an inspector’. When asked why he would like to be an inspector, he replied, ‘ It must be interesting to visit schools and look at work’.

13. Relationships between pupils, and between pupils and all adults in the school, are outstandingly good.

14. Pupils collaborate very well in all aspects of school life and enjoy working together. For example, in a Year 2 / 3 / 4 history lesson, pupils were really active participants, as they not only asked many intelligent questions during a discussion of life in Tudor times, but also made similarly perceptive observations.

15. Additionally, all pupils are consistently polite and well mannered towards their teachers and visitors. They are keen to talk to visitors in and around school. The quality of these relationships helps pupils to make best use of the opportunity to learn.

16. There are good opportunities for pupils to take responsibility. Pupils in Year 5 / 6 have the opportunity to be captains or vice captains in the two houses, Tennyson and Newton. Additionally, they act as monitors and carry out class responsibilities. It was particularly noticeable how all pupils (and all other visitors to school) took great care to walk through the disinfectant tray that was positioned by the school gate. They all understood the importance of taking these precautions during the current ‘ foot and mouth ‘ outbreak. Pupils also make generous donations to a variety of charities, such as Red Nose Day, Children in Need, National Children’s Hospital and Air Ambulance.

17. Attendance rates have improved since the last inspection. They are now very good and well above the national average. At 0 per cent, the level of unauthorised absence is below the national average. All pupils arrive at school on time.

## **HOW WELL ARE PUPILS TAUGHT?**

18. At the time of the last inspection, the quality of teaching was sound or better in every lesson observed and, in Key Stage 1, was good in most lessons. In the current inspection, 8 per cent of teaching was of the highest possible quality, 46 per cent was very good, 42 per cent was good, and 4 per cent satisfactory.

19. There are no weak teachers in this school. In fact, whether standing in front of their class, working with a group, or supporting a single pupil, their work is invariably very good. There are many strengths in what they do but the one feature that shines through is the excellence of their relationships with pupils. The teachers and the pupils in this school make their ‘learning journey’ together. It is an adventure for all of them. Teachers speak to pupils as equals and yet in a language that is easy to understand. Pupils hang on their teacher’s every word. They are ‘sponges’, absorbing the wealth of information. They revel in the challenging and engaging activities that are a part of every school day. In all classrooms, there are examples of a joy of learning. A reception



class child, for example, was wide eyed as the screw that she had ‘attracted’ on to her magnet lifted up a second screw and dangled it perilously. Pupils in Years 2, 3 and 4 just couldn’t hear enough about life in a typical Tudor home. While completely absorbed in what their teacher had to say, their faces told the story of how grateful they were not to have lived in those times! Pupils in Years 5 and 6, working in pairs, couldn’t wait to get started on the enlargement of their segment of ‘Vincent’s Bedroom in Arles’. They worked with absolute concentration.

20. The quality of teachers’ planning is another key strength. With a split of seven year groups into three classes – including awkward splits across key stages – the quality of planning assumes particular importance. While it often seems that pupils of significantly differing ages and abilities are being asked to do similar work, successful strategies are in place for ensuring that all pupils are properly challenged. The teacher works with a group; the classroom assistant works with a group; tasks have subtle differences; pupils with complementary skills work together; and, often, the more able work independently at first and then discuss. These strategies, together with the pupils’ eagerness to learn and their confidence to test out their ideas in a classroom where their teacher is a learner too, add up to a recipe for success.

21. A third area in which teachers’ work is of high quality is with pupils with special educational needs (SEN). The major key here lies in the quality of relationships. Pupils are given every reason to think that they will be able to do the work set for them. They are often so interested in what the task might be that they simply don’t have such thoughts as ‘I don’t think I can do this’. The fact that learning in this school is such fun encourages pupils to try. In addition, class sizes are small, there is often a classroom assistant available, and the school is very skilled at getting pupils to work collaboratively. All pupils on the SEN register also receive tuition individually or in very small groups for 30 minutes and on a weekly basis. Concentrating as it does on a particular difficulty, this is valuable support. All these features combine to produce a very good package of support. As is true in the school generally, however, expectations of pupils’ written work and the quality of teachers’ marking reduce the overall quality of provision to good.

22. Other features are strong, too:

- \* Teachers’ knowledge of the subject they are teaching is invariably impressive. They are prepared for their own brief but are more than a match when a barrage of enquiries ensues. This was certainly the case in a Year 2 / 3 / 4 history lesson when the teacher responded to a stream of questions from intrigued pupils.
- \* Behaviour is not ‘managed’ in this school: good behaviour is simply taken for granted. Pupils don’t misbehave; on almost all occasions they are too engrossed in what is going on to think about being naughty. This is delightful to see and much credit is due to teachers, who have the knack of making learning such fun.
- \* The work of classroom assistants is of a very high quality and this has a positive impact on the rate at which pupils learn.

23. All these factors place the quality of teaching securely in the ‘very good’ category. However, there is one key factor which is not so strong and which needs attention by the school. There is a

difference in the quality of what pupils know and understand and the quality of the way in which this is recorded: the former far exceeds the latter. In science, for example, a conversation with Year 6 pupils, clearly confirms their scientific knowledge and understanding to be very good. Scrutiny of their written work suggests that it is satisfactory. The associated issues are dealt with fully in the English section of this report but, briefly, relate to the presentation of pupils' work, the quality of teachers' marking and the opportunities for writing at length.

24. The basic skills of literacy and numeracy are taught very well in literacy and numeracy lessons. Furthermore, numeracy skills are then developed well through the curriculum. In art, for example, Year 5 and 6 pupils stretched their understanding of ratio to its limits when enlarging, to display board size, a copy of a Van Gogh painting. In a science lesson, pupils in Years 3 and 4 read accurately a thermometer marked in single degrees. They then transferred the result to a diagram on which the calibrations were for every fifth degree. The development of literacy skills through the curriculum is less good. Currently, beyond the literacy hour, the school does not do all it should to ensure that literacy skills support other subjects. The reverse is also true: it does not ensure that work in other subjects provides the opportunities for pupils to try out their literacy skills and improve them.

25. It is clear that the weaknesses in teaching lie outside individual lessons. Lessons themselves are always exciting for pupils. The 'learning journey' that they share with their teacher is exciting for both, and pupils in this school are eager learners. They do not need to be reminded to work or behave. These things just happen. Relationships are so good that all pupils feel at ease with their teacher. Particularly challenging tasks become achievable for pupils of all abilities, including the less able and those with special educational needs. For these reasons pupils learn well. There is a need – and the potential – for them to do better in their recorded work. This would only take a change of emphasis because these pupils will give their best when they are clear what their teachers expect from them.

26. Currently teachers expect a lot in many ways. But, beyond Year 1:

- \* they **expect** too little in terms of presentation;
- \* they **do** too little in terms of marking;
- \* they **offer** too little in terms of 'at length' writing opportunities.

It is these features that 'pin' writing standards to being satisfactory.

27. Nevertheless, there is so much of quality to hold on to with regard to teaching in this school. None of this should be sacrificed when addressing these weaker areas.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

28. The school provides a sufficiently broad and balanced curriculum in all subjects except information and communication technology, where provision is unsatisfactory. Pupils' intellectual, physical and moral development is promoted effectively. Suitable provision is made for pupils' personal, social and health education. The curriculum for children under five is planned to the areas of learning known as 'early learning goals'. Planning of work for children in the 'youngest' class is excellent. It is good in other classes. Good provision is made for pupils in mathematics, science and history, and this leads to above average standards in these subjects.

29. There is no policy for teaching about the dangers of drugs, but this aspect is taught through the Drugs in Primary Schools Initiative. Other aspects of personal, social and health education are taught through science, religious education and other subjects. The National Literacy Strategy and the National Numeracy Strategy have been successfully introduced. The school has very good strategies for teaching numeracy skills and satisfactory strategies for teaching literacy skills. Numeracy skills are reinforced successfully in other subjects such as design and technology. The school ensures that all pupils have equal access to the curriculum. All pupils in Key Stage 1 and Key Stage 2 take part in swimming lessons.

30. Inspection findings do not support some parents' views that the provision of extra-curricular activities is unsatisfactory. Although there are no after-school clubs, the school makes every effort to compensate by entering teams in competitions against other schools. Many of these competitions take place after school and at weekends. Pupils do well in them. They have enjoyed success in five-a-side football tournaments and represented West Lindsey at tag rugby in the Millennium Youth Games at Grantham, having won both qualifying tournaments locally. The school team was runner-up in a Quick Cricket tournament held at Market Rasen.

31. Visits to places of interest enhance pupils' learning, and good use is made of visitors to the school. Visitors have included the school nurse, a travelling theatre group, local clergy, a representative from the Islamic faith, footballers from Lincoln City Football Club and representatives from the RSPCA and Guide Dogs for the Blind. The school makes good use of voluntary helpers. Pupils visit places such as Lincoln Cathedral, the Sea Life Centre at Cleethorpes, and pantomimes. Future trips are planned to an art gallery. Last year, older pupils went on a residential visit to Norfolk and this year they will visit Boston.

32. The school has good links with its community, and these make positive contributions to pupils' learning. The local Methodist minister contributes to assemblies and helps promote spiritual values and moral understanding. Fairs, bazaars and sales are open to local residents, who are also invited to Christmas play and carol concerts. The school puts on regular quizzes for the village and is involved in the local rose show.

33. There are good links with partner institutions. Close relationships are developing with the nearby nursery. This will include, for example, shared use of the school's new outdoor play area, which is nearly completed. Teachers from De Aston School in Market Rasen talk to pupils before they transfer there, and pupils from De Aston help during the summer term with computer work and road safety projects. The school plays host to students training to be teachers, and to those wishing to work with young children.

34. There is a policy in place for pupils with special educational needs. The school acknowledges that this needs updating. Certainly, there is little match between the content of the policy and the 'on the ground' provision by the school. The latter far outstrips the former. All pupils who should have individual education plans have them. Liaison with parents is good: they are kept well informed about the progress their child is making and about the nature of support the school is providing. The co-ordinator is efficient in maintaining all associated documentation, and liaison with outside agencies is pursued vigorously. Their expertise is used well for the benefit of pupils who need it. Each pupil on the register of SEN receives weekly support out of the classroom. This is organised so that there is as little disruption as possible.

35. Provision for pupils' spiritual development is good and the school meets the requirements for acts of worship. In an assembly on the theme of challenges, the Methodist minister talked about the challenges faced by a disabled swimmer who, during a sponsored swim, made light of her disability to raise a large amount of money. This gave pupils a different perspective in the way they normally look at the idea of challenge. Music is effectively used to create an atmosphere for reflection and contemplation in assemblies. Pupils celebrate the birth of Jesus through taking part in a nativity play and singing at a carol service.

36. Provision for pupils' moral development is very good. Teachers have high expectations of pupils' behaviour and act as excellent role models. They talk to pupils as equals, and show that they value them as people. This approach creates a most positive atmosphere in the school and leads to outstandingly good relationships between teachers and pupils. The quality of these relationships is a real strength of the school, and its effect on pupils' behaviour and learning is very good. Pupils' self-esteem and confidence is boosted in lessons when teachers praise them for their work and good behaviour.

37. Provision for pupils' social development is good. They are polite and courteous to visitors, and the value of this is instilled so well in them that it happens naturally. In lessons, teachers organise group work that encourages pupils to work together. This was particularly noticeable in a lesson in Years 5 and 6 when pupils collaborated to enlarge a picture. Good personal relationships and a spirit of co-operation were fostered. Pupils show delight when other members of the class get answers correct. The school supports charities, most recently the Lincolnshire Air Ambulance, to which the children donated funds raised from the auction of produce after the Harvest Festival service. Opportunities are provided for pupils to take part in school visits, and older pupils learn to live together on residential visits.

38. Pupils' cultural development is good. Educational visits have a positive impact on pupils' learning. These have included trips to Lincoln, Cleethorpes, Grimsby and Norfolk. Pupils study their own culture through looking at houses in the village and using the school log to discover what effect the outbreak of World War 2 had on the school. A theatre company has visited the school, and arrangements have been made for a group to demonstrate Tudor dances, cooking and costumes. Pupils in Class 3 will visit the port of Boston as part of a geography project. The study of religions such as Christianity and Islam provide for pupils' greater awareness of the cultural diversity of the world. This is also supported through the study of artists such as Van Gogh and Kandinsky, although the school does less to introduce pupils to the work of non-European artists. The school recognises the importance of links with other schools.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school continues to care well for its pupils. This level of care is enhanced by the very good knowledge that staff have of their pupils and by the outstanding quality of relationships which exist within the school community. This view was shared by parents, who said that they were happy with the level of care and commented upon how well the school dealt with any incidents.

40. A number of comprehensive procedures are in place for both child protection and health and safety: these result in a safe and secure environment for children to learn. Very effective arrangements also exist for first aid, and all members of staff have recently attended a course for emergency procedures. However, the school needs to ensure that a more thorough and consistent approach is adopted over such things as the issue of 'bump notes' to all parents whose children have been involved in head accidents. Additionally, the school fire alarm system should be tested on a more regular basis, as laid down in the policy. The governing body should also ensure that that they monitor records and investigate such anomalies as the excessive time taken to evacuate the premises during fire drills. The school holds good records for the emergency contact of parents and carers. The supervision of pupils at lunch and in the playground is very effective, and midday assistants are seen as an integral part of the school family. In particular, the school ensures that pupils who arrive at school on the early bus at 08:15 hours are well supervised until teaching staff come on duty.

41. Support to pupils with special educational needs is very good. The school helps pupils to make light of their difficulties, by making activities fun and by providing support in subtle ways so that, even though the tasks are challenging, pupils succeed. Their progress is monitored satisfactorily – as it is for all pupils in the school.

42. The procedures for promoting and monitoring behaviour are very good. The school has high expectations for the behaviour of its pupils, based on mutual respect and consideration for all members of the school community. This has a really positive impact, in that pupils have a well-developed concept of right and wrong. The procedures to monitor and promote attendance are also very good. The small number of pupils on the roll allows easy and effective monitoring. Additionally, parents act in a very responsible way to inform the school of any absences.

43. The procedures for monitoring and supporting pupils' personal development are good. The school knows its pupils well and is able to provide this support for activities both in and out of school.

44. Procedures for assessing pupils' attainment and progress are satisfactory. The school has begun tracking pupils' progress but this practice is at an early stage. It will be helped – at the start of the autumn term - when the local authority introduces a centrally based tracking system for schools. Teachers build assessment into their planning and use questions skilfully during lessons to check how well pupils are learning. Targets are set for pupils in Year 5 and Year 6, based on the results of National Curriculum tests, on samples taken from the mathematics scheme, and on reading tests. These targets are reviewed each half-term and agreed with the pupils. The school now needs to set targets for pupils in other year groups. To identify weaknesses in learning, teachers check the results of the tests taken by pupils when they are aged seven and eleven. There are good assessment procedures in the Reception class where the school uses a nationally recognised test to assess attainment of pupils on entry to school. Teachers have also devised a baseline assessment of their own, which gives them a wider picture of children's academic and social attainment.

45. Staff make good use of their assessments of pupils' attainment to amend work so that pupils make good progress. With the exception of Key Stage 2 writing, this is reflected in the very good results achieved in National Curriculum tests at the ages of seven and eleven. Teachers now need to use their analysis of the English tests to raise standards in writing for both seven and eleven year olds but particularly the latter. Teachers have begun to compile records of achievement for pupils in the Reception class. These contain samples of pupils' work, and will form a useful check of progress throughout their school life. Although teachers discuss work with pupils during lessons, marking is not used well to show pupils what they have done well or how to improve. Parents receive clear and informative reports, but the reports do not contain targets for pupils to improve their work.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. The school continues to work well with parents and they make a very good contribution to childrens' learning. However, the responses at the parents' meeting and to the questionnaire were very different. Comments at the former were generally positive, but in response to the latter there were a number of concerns. For example, almost 30 per cent of responses signified that parents thought that the school did not work closely with them. Almost 15 per cent of responses signified that parents felt that they were not well informed about the progress that their children were making in school. Twenty-five per cent of parents did not feel that the school was well led and managed. These areas of concern were carefully and thoroughly investigated during the inspection but could not be corroborated.

47. A significant number of parents help out in class and on visits to such places as the Dome or the four-day residential. Some others provide specialist help. For example, a parent with information and communication technology skills attends school on a regular weekly basis. Another parent, who is an optician, assists on special projects. Many others hear children read in class and on a regular basis at home. All this help has a markedly positive impact on their children's learning. Additionally, the Friends of the School Association raise approximately £1000 each year.

48. The information produced for parents is good overall. The regular newsletters are informative and give parents details of school events and activities. The headteacher makes herself available to speak to parents in the playground each morning and adopts an open door policy for those that want to visit school. Additionally, the school holds a number of workshops for parents on such topics as reading, spelling and writing. The quality of annual reports on progress is satisfactory, but they fail to make comments on the pupils' development or to set targets. The school is aware of these latter points and plans to remedy them during the next school year.

49. Parents of pupils who have special educational needs are kept well informed of their child's progress.

50. The support provided by parents and carers to home reading is very good, and it makes a significant contribution to their children's learning.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The school is well led by the headteacher, who is supported by a committed staff. She has a clear view of the 'big picture' for the school, though she is not always so familiar with smaller issues. The headteacher has, very successfully, appointed a team of particularly skilled classroom practitioners. She has a refreshing openness to suggestions for improvement, and has the capacity both to lead and to work with her small team to implement the changes that are needed. The school has made good progress on the key issues identified in the last report, and the potential for further improvement is good. The three features that contribute most to this potential, owe much to the work of the headteacher:

- \* the high quality of the teaching, including her own;
- \* the excellent relationships;
- \* an eagerness to improve further.

52. The quality of teaching in the school is regularly monitored by the headteacher, and by advisers from the local education authority. Currently, this monitoring does not extend to the work that pupils record in their books. Nor does it cover the quality of teachers' marking. These are areas which the headteacher is now aware need urgent attention. The role of the co-ordinator is embryonic. This is not surprising, however, when almost all of the teachers have been in the school for just over a term. Plans for development of the co-ordinator's role are perfectly realistic.

53. The school has not been operating an appraisal system over recent years. It is now in the process of implementing a system of performance management and is on track with its policy. Other elements are in the pipeline, and the system should have completed its first cycle by the end of this school year.

54. Almost all members of the governing body are very new to the role and are working hard to learn the skills they need to play their full part. They meet their statutory obligations and are taking steps to familiarise themselves with the workings of the school. They are actively supportive but do not yet, as a group, have the skills to fully understand the strengths and weaknesses of the school or to shape its path. They are working hard to put these in place.

55. The school spends prudently and wisely and seeks to secure good value for money. Specific funding is used well. The school secures very good value for money from its support staff, and money to support pupils with special educational needs is also well used.

56. The accommodation is satisfactory overall and has been extended considerably since the last inspection. The play areas allow sufficient space for infants and juniors to play separately and there is a large nature area for pupils to use. The major drawback is the lack of a school hall and the fact that pupils have to walk to the village hall (hired for one afternoon each week) for physical education. This causes some problems with lesson timings but the school is actively seeking ways to use its 'hire time' more judiciously. The accommodation is well cared for and well maintained.

57. Resources are adequate in all areas of the curriculum. Work is already underway to provide an outdoor play area for the youngest pupils, and this will be a valuable addition.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. Working together, the headteacher staff and governors should:

- Raise the quality of pupils' recorded work by:  
(Paragraphs: 21, 23, 69)
  - \* raising expectations of the way in which, beyond Year 1, pupils present their work;
  - \* ensuring that all pupils' work is marked. The quality of marking should be such that it can be used by pupils as a tool to help them make progress;
  - \* ensuring that writing skills - that are taught so effectively - are fully reflected in written work across the curriculum;
  - \* from Year 2 onwards, creating more opportunities for pupils to write at length;
  - \* ensuring that the quality of pupils' written work is frequently and rigorously monitored.
  
- Improve standards in information and communication technology (ICT) in Key Stages 1 and 2 by:  
(Paragraphs: 8, 100 – 102)
  - \* obtaining the resources to enable all elements of the ICT curriculum to be taught;
  - \* timetabling the subject to give pupils more regular access to computers;
  - \* ensuring that all staff have the necessary subject knowledge to allow them to teach the subject well.

59. As an additional issue, the school should make every effort to still parents' concerns on those issues about which they expressed concern.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	46	42	4	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>YR – Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	67
Number of full-time pupils known to be eligible for free school meals	4

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	<b>%</b>
School data	3.3
National comparative data	5.2

#### **Unauthorised absence**

	<b>%</b>
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	4	6	10

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC Level 2 or above	School	90 (67)	90 (100)	90 (100)
	National	84	85	91

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC Level 2 or above	School	90 (67)	90 (83)	90 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	8	5	13

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	5	8	8
	Girls	6	5	5
	Total	11	13	13
Percentage of pupils at NC Level 4 or above	School	87 (75)	100 (67)	100 (67)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	5	8	8
	Girls	5	5	5
	Total	11	13	13
Percentage of pupils at NC Level 4 or above	School	77 (75)	100 (83)	100 (75)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.



*Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	67
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### *Teachers and classes*

#### **Qualified teachers and classes:**

##### **Reception Year – Year 6**

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	19.1
Average class size	22.3

*FTE stands for full time equivalent*

#### **Education support staff:**

##### **Reception Year – Year 6**

Total number of education support staff	3
Total aggregate hours worked per week	59

### *Financial information*

Financial year	<b>1999-2000</b>
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	£
Total income	157340.00
Total expenditure	156340.00
Expenditure per pupil	2202.00
Balance brought forward from previous year	0.00
Balance carried forward to next year	1000.00

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out  
Number of questionnaires returned

76.1
67
51

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	54.0	40.0	6.0	0	0
My child is making good progress in school.	43.1	51.0	5.9	0	0
Behaviour in the school is good.	41.2	52.9	3.9	0	2.0
My child gets the right amount of work to do at home.	25.5	39.2	19.6	11.8	3.9
The teaching is good.	37.2	56.9	1.9	0	3.9
I am kept well informed about how my child is getting on.	33.3	51.0	11.8	1.9	1.9
I would feel comfortable about approaching the school with questions or a problem.	43.1	49.0	5.9	3.9	3.9
The school expects my child to work hard and achieve his or her best.	27.5	43.1	27.5	1.9	0
The school works closely with parents.	27.5	43.1	27.5	1.9	0
The school is well led and managed.	31.4	31.4	21.5	3.9	11.8
The school is helping my child become mature and responsible.	31.4	54.9	5.8	0	7.8
The school provides an interesting range of activities outside lessons.	12.0	26.0	26.0	22.0	14.0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

60. The children enter the Reception class at the beginning of the academic year. At the time of the inspection, there were 12 children in the group. All attend full time. The teachers' planning is excellent. Suitable reference is made to the 'desirable learning outcomes' for children of this age and work is very well suited to their needs. Two teachers share the teaching of the class. They work well as a team and make very good use of a most competent classroom assistant: her work is of very high standard and she makes a most valuable contribution to children's progress. The teachers have regular meetings to review planning, teaching and children's progress. These reviews are used well to inform future planning and teaching. Learning resources are satisfactory overall. Although there is no designated play area for children under five, development of part of the grounds - to give children a safe and stimulating place to play - is well underway.

61. When children enter the school, what they know, understand and can do is broadly in line with expectations. There are no children under five who are identified as having special educational needs. All under fives are assessed on entry to the Reception class, and roughly equal numbers of children register below average or better than average scores in the target areas of literacy and numeracy. Socially, children are friendly and co-operative. They behave well. In addition to the nationally recognised assessment, the school has devised its own criteria, which help to build up a comprehensive picture of what children can and cannot do. Children make good progress in language and literacy, numeracy and personal and social development.

62. The quality of teaching is very good. It is characterised by secure subject knowledge, a good understanding of the needs of children under five, and well planned tasks that are appropriate to their needs. Teachers have high but realistic expectations of children. Lessons move on at a good pace. Resources are used well and activities are well organised. Teachers assess children's work regularly and this information is used to amend future planning. Teachers, the classroom assistant, and the parent helper take every opportunity to encourage children to develop their speaking skills and enlarge their vocabulary. The classroom assistant is used well and makes a valuable contribution to children's learning. Relationships between adults and children are very good.

#### **Personal and social development**

63. The children settle well into school. They tackle experiences and activities with interest and enthusiasm. Behaviour is very good. Children are polite and well mannered. They have a good understanding of right and wrong behaviour, and play and work well together. Children work in pairs and small groups and are able to work on their own, showing independence. For example, they sharpen their own pencils, and when one girl wanted to write a letter to a friend, she simply went to her friend's work tray to copy her name. The children use resources and equipment sensibly. For example, they handle books carefully and tidy equipment away neatly. Teachers and



the classroom assistant are good role models for the children, and this helps to promote very good standards in this area of learning. No examples of anti-social behaviour were seen. Children have delightful relationships with adults and with each other. They often congratulate each other when they get work correct. Progress is good and, by the age of five, children reach above expected levels.

### **Language and literacy**

64. Most of the children under five talk freely and with confidence. They use a good vocabulary when talking about themselves, their experiences and their work. In a lesson when the teacher introduced the 'gr' and 'bl' sounds, she was surprised when children gave 'granted' and 'blunt' as examples. After saying all the colours of the rainbow, one child said her favourite colour was violet, which she described as 'pale purple'. Children demonstrate good listening skills as they listen to stories. They attempt to join in. Children handle books well, talk about books they have read, and identify letters in their name. Most know the names of a large number of letters and can write their names, though a lower attaining pupil could write and say only two or three letters from her name. They begin to record their experiences through sentences. The more able children write them with the aid of word sheets, while other children write sentences with the help of adults and occasionally use full stops and capital letters. Very good teaching ensures that attainment reaches above average levels and that children make good progress.

### **Mathematics**

65. Children count numbers up to five and all can count on, using a number line. They predict which number will come next in simple sequences. Good work by the classroom assistant helped children understand the beginnings of addition, using nursery rhymes when she asked, 'If two men went to mow and one more came, how many would there be?' All children answered correctly. Higher attaining children work out the answer to  $5+3$  in this way. They understand 'taller than' and 'smallest' and place the three bears, their chairs and bowls in order of size. Children have access to the class post office, where they pretend to take and hand over money. Very good teaching ensures that children make equally good progress. By the age of five, most children will achieve standards that are higher than those expected nationally.

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

66. Children begin to develop a basic knowledge and understanding of the world. Very good teaching provides rich learning experiences for them. Children talk freely about the world around them. They study and draw snowdrops. When studying teddy bears, they decide which type of stuffing is most suitable. Children use magnets to pick up fish from the water tray and to sort magnetic and non-magnetic objects. One child was filled with awe when the magnet picked up several screws and said, 'Look, one screw is hanging on to another!' Children learn about methods of transport and investigate how tractors and lorries move through sand. They create different

conditions in the sand tray by mixing water with the sand, and they compare this with their mothers mixing flour. Children use simple

computer programs to practise using the mouse to build up a car on the screen. Play in the role-play area, set up as a post office, encourages children to act out scenes from the world of work. They learn about the Muslim festival of Eid-ul-Fitr and name Christian festivals such as Christmas and Easter. Children will reach higher than expected standards by the age of five.

### **Creative development**

67. Children develop their skills in cutting, joining, sticking and building models of the activities for the new playground. They stick coloured paper on to umbrella shapes. They paint pictures of teddy bears, and those who are more skilful use brushes well to give the effect of fluffy fur.

68. When studying the paintings of Mondrian, children try hard to keep their colouring within the lines of the design. Accurate paintings of snowmen and snowdrops show that children have good observation skills. In their study of Islam, they draw 'mendhi' patterns. Good teaching during the transport topic shows the children how to plan to make model cars. They draw their design and list the materials they require. Their good speaking skills enable them to describe, to the rest of the class, what they want to do. All children have opportunities to express their own ideas and communicate their feelings - through role-play sessions in the post office, when using construction kits, and when playing with toy cars on the road mat. Musical instruments are not made easily available to children but they join in singing well-known songs and rhymes. Children complete jigsaws, looking carefully at the patterns on the pieces to place them correctly. By the age of five, children achieve standards above those expected nationally in this area.

### **Physical development**

69. Children under five do not yet have opportunities for outdoor play in a secure area. However, they are provided with weekly sessions in the village hall and take part in physical activities which enable them to develop body awareness. They move confidently in time to music and use their imagination when pretending to move through long grass in search of bears. In the playground, children run, jump, and chase each other in their own games. They show good control of their bodies, stopping and dodging so that they do not bump into each other. Most children under five handle scissors, paint brushes and pencils appropriately, though less able children find it difficult to use scissors and to thread laces through holes. Teaching is good, and most children reach or exceed expected levels by the age of five.

### **ENGLISH**

70. In the end of Key Stage 2 national tests in the year 2000, standards in English were below those nationally and well below those of similar schools. Furthermore, in comparison with schools in similar contexts, pupils at this school achieved significantly less well against

performance in their Key Stage 1 national tests, taken in 1996. Inspection findings indicate that, currently, standards are broadly in line with those nationally. Within this average overall standard, writing is the weakest element. Standards in reading and listening are good, and skills in speaking are very good.

71. In the end of Key Stage 1 national tests in writing, pupils achieved standards that were well above those achieved both nationally and by similar schools. Reading standards were well above national standards and above those achieved by similar schools. Inspection findings indicate that while standards in reading remain high, writing standards are close to the national average.

72. Pupils' speaking skills are very good. From Year 1, they speak with confidence. Throughout the school there are noticeably easy working relationships between pupils and teachers: they talk with each other in a way that belies the difference in age! It is often the case that teachers and pupils appear to make the 'learning journey' together, talking freely as they go. This is delightful to see and extends across the curriculum. For example, in a history lesson for Years 2, 3 and 4, pupils bombarded their teacher with questions, comments and observations born of interest in hearing about life in Tudor times. They are eager to talk with visitors and relaxed when doing so. Their listening skills are good but are weaker than their speaking skills. Pupils like to talk and to be listened to, but are slightly less skilled at reciprocating. Nevertheless, they are genuinely interested in what their teachers have to say, and this means that, amidst the excitement and two-way chatter, they do hear what they are being told.

73. Reading skills are good throughout the school, particularly in the earlier years, when pupils get off to a flying start. In this respect, parents do a great deal to support their children. Many pupils show a genuine interest in books, naming a book, a series of books, or an author whom they particularly enjoy.

74. Writing skills are just satisfactory but they could and should be better. There is no doubt that the school has done a lot to support standards in writing and deserves credit for its effort and its successes:

- \* Firstly, the school has been quick to realise that the literacy hour is not an answer in itself to raising standards. Accordingly, it has planned varied writing opportunities into other areas of the curriculum. Undoubtedly, these help to reinforce the skills that teachers work so hard in literacy lessons to develop. For example, pupils write in play script format when recounting Bible stories. They extract the key words from what their teacher tells them, skilfully enough to write notes that really are meaningful enough to be useful later;
- \* Secondly, while the school does make use of worksheets, it is not hidebound by them. While there is some unnecessary use of worksheets, discretion is usually applied;
- \* Thirdly, the content of the national literacy strategy is taught very well and equips pupils with the writing skills to help them in their other lessons. The specific elements of spelling and punctuation are strong features in pupils' repertoire of writing skills: this is true in all classes.

75. So what is it that could be better done in order to raise standards in writing? There are four areas in particular that the school has not exploited:

- \* Firstly, when pupils write in subjects other than English, there is not enough focus on the quality of what they write. So, for example, while in a history lesson the historical content of writing might be acceptable, pupils are not expected to apply the accurate grammar and punctuation that they would use if the lesson were literacy. Teachers do not insist on it. A whole-school, concerted and sustained effort here could make a big difference;
- \* Secondly, the quality of teachers' marking is not good enough. Although teachers do discuss work with pupils (and are skilled at doing so), there is little evidence of constructive marking in their books. Some work is unmarked. Most is marked with a cursory tick. Occasionally there is a 'good' or 'well done'. It is rare for there to be any comment likely to move pupils on – and they deserve more for their effort;
- \* Pupils do not take the pride that they should in the presentation of their work. On the one hand, this is surprising from pupils who are so clearly keen to learn. However, it is not on teachers' 'high priority' list: in particular, there is scant improvement in the quality of pupils' presentation beyond Year 4;
- \* Finally, it would be a useful exercise to take the complete work of one pupil from each year group: to look at the opportunities they have had – over half a school year, for example - to produce pieces of writing of a good length and in a range of different styles. Currently these opportunities are insufficient. What is needed here is simply an extension of the writing opportunities that are in place across the curriculum – to ensure that pupils accrue maximum benefit from them.

76. The quality of teaching is good overall. Of the three lessons seen, two were good and the third was very good. As with teaching throughout the school, the quality of relationships and the exciting activities that all teachers provide are the key to the high quality of their work. The weaknesses are the quality of marking and acceptance of mediocre standards of presentation. Skills associated with literacy are taught very well: pupils now need more opportunity to use them.

77. Pupils with special educational needs make very good progress in individual lessons. They are excited and challenged by what is on offer, and they are helped to succeed. Their potential to make very good progress in the long term is limited with respect to writing, for the reasons outlined above.

78. The subject co-ordinator has worked at the school for just a few weeks. She works part time only and, to date, her time and effort have gone into her work in the classroom. She knows that writing standards could be better and will now be able to give the issue some attention. She will also need to turn her attention to the use of ICT in English. Currently this is negligible.

## MATHEMATICS

79. Pupils' standards in mathematics are very high. With the exception of 1999, when standards dropped below national averages, the school has maintained very high standards since the last inspection. The National Numeracy Strategy has been successfully introduced, is having a positive effect on the quality of teaching, and is maintaining the high standards of learning in the subject. Very effective use is made of support staff to help pupils. This means that pupils with special educational needs are supported well in their lessons and make good progress. Pupils use mathematics in other lessons. For instance, in design and technology, they measure materials accurately and use compasses, set squares and protractors when drawing plans. However, teachers do not make enough use of computers to encourage pupils to gather and present information.

80. In the National Curriculum tests taken by 11 year olds in 2000, standards were very high in comparison with the national average. The percentage of pupils reaching higher levels in 2000 was well above the national average, with some pupils working two levels higher than that expected of 11 year olds. Compared with those of pupils from similar schools, standards in 2000 were well above average. Standards have improved considerably since the last inspection in 1995, when they were judged to be good to sound.

81. Results in the National Curriculum tests taken by seven-year-olds in 2000 show standards are well above the national average when compared with all schools in the country. Half the pupils reached higher levels. This is well above the national average. When compared with that of pupils from similar schools, pupils' performance in mathematics tests was well above average, with well above average numbers reaching higher levels. Standards are much higher than at the time of the previous inspection.

82. During the inspection, it was clear that the introduction of the National Numeracy Strategy, the organisation of mixed-age classes, and the high expectation of teachers have a beneficial effect on standards. Pupils currently in Year 2 and Year 6 are achieving standards well above expected levels. This is because teachers:

- \* teach pupils strategies to help them work out problems;
- \* give them work that makes them think hard;
- \* have high expectations of what pupils can achieve.

83. As a result, well above average numbers of pupils reach higher levels. The school manages the problems of mixed age classes very well. For instance, in a class made up of seven, eight and nine-year-old pupils, all pupils work on the same topic: addition and subtraction. Pupils work at their own level, and this means that the more able Year 2 pupils can move on to work planned for older pupils. These pupils look for easy ways of adding numbers. When presented with  $7+5+3$ , pupils add the 7 and 3 first to make 10, then add 5. Their ability to discuss and organise their work, and to explain what they are doing, is better than expected for their age. Pupils have a confident approach to mathematics. More than half the class find the total of three single digit numbers without needing pencil and paper. They go on to work out simple problems involving the addition of money. More able pupils and those of average ability draw symmetrical patterns and work half and

quarter of numbers and shapes. Pupils write instructions for a programmable device to draw a square. However, pupils of all ages do not have enough chances to use computers to record and investigate mathematical information. Higher attaining Year 5 pupils benefit from working alongside those in Year 6, responding well to the good example presented by the older pupils. By the age of 11, pupils' ability in mental arithmetic is very good and they frequently provide answers almost immediately after the teacher has finished speaking. This is a direct result of the high standard of teaching. Pupils are taught how to add 19 by adding 20 and subtracting 1 from the answer and they go on to add 29 and 39 in their heads, using the same strategy. They work out - and say - the nine times table up to  $9 \times 18$ ! Pupils show very good ability in adding numbers containing two places of decimals, and high attaining pupils carry out the calculations without needing to write them down. Pupils complete number squares through processes such as adding numbers horizontally and vertically, to check that their answers are correct. Pupils aged 11 cover a wide range of mathematics. As well as work on number, they collect information about cities such as London, Liverpool and Aberdeen and draw graphs showing distance and rainfall. They use the graphs and the details collected to work out average rainfall. They calculate the perimeters of irregular shapes and draw angles accurately, using protractors. They use pencils, rulers and compasses accurately to draw right angles.

84. The match of teachers to the needs of the curriculum is very good. Consequently, the quality of teaching is good overall and excellent in some lessons. This is reflected in the high standards achieved in national tests and the confident way in which pupils work in mathematics lessons. There is particularly skilful teaching of basic skills. Teachers make good use of the National Numeracy Strategy. All lessons start with mental practice, and teachers are skilled at providing pupils with the strategies they need to carry out mental calculations. They ask questions that enable them to judge how well pupils learn, and this helps the teachers to ensure that work is matched well to pupils' abilities. Teachers have high expectations of pupils and challenge them to extend their learning in all lessons. They expect pupils to explain how they have arrived at answers, and this gives them further evidence of how well pupils are learning. The final part of lessons is used very well for this.

85. The excellent relationships established throughout the school are a feature of all mathematics teaching. They help pupils to feel secure in their learning and to have confidence to 'have a go'. Teachers are enthusiastic and keep pupils working at a good pace. They set time limits in some lessons, creating an atmosphere of challenge. Pupils respond well to these challenges and this maintains their high rate of learning. They are keen to work, and enjoy their mathematics lessons. Teachers make good use of praise to motivate pupils.

86. Co-ordination of the subject is good. Teachers have benefited from training to introduce the National Numeracy Strategy, which has been effective in maintaining high standards in teaching and learning. Teaching and planning is monitored. The results of national tests are checked to identify areas of weakness and to set targets for pupils to achieve. There is a positive atmosphere and a determination to maintain the high standards.

## SCIENCE

87. In the end of Key Stage 2 national tests in 2000, pupils' achievements were well above both national standards and those in similar schools. Inspection findings are similar, though this judgement is derived from talking to pupils rather than from a scrutiny of the quality of their written work. At the end of Key Stage 1, teacher assessment suggests that standards in science are average. Inspection findings are more positive: they indicate that standards are good.

88. In Key Stage 1, pupils sort things into 'living' and 'non-living' and know, for example, that a teddy bear belongs to the latter. They use the term 'alive' as an alternative to 'living'. They discuss whether 'rain' and 'sun' belong to this category. As well as labelling the major body parts, they draw and label facial features. They appreciate that it is largely through these features that we recognise each other. They learn appropriate technical vocabulary – light source and opaque, for example.

89. In Key Stage 2, pupils sort a range of items according to the material from which they are made. They test the absorbency of a range of papers. Older pupils know that gravity is a force that pulls towards the centre of the earth. They understand the effect that changing the length of wire in a circuit produces on the brightness of the bulb. They name the major parts of a flower and explain the function of each.

90. Throughout the school, work in the subject is satisfactorily underpinned by investigation. Younger pupils categorise items found in their classroom into natural and man-made. Older pupils investigate, 'Can we measure the force of friction?' and, 'What happens to the mass of object when immersed in water?' Some use is made of the local area: for work on the hedgerow and for a survey of the nature reserve, for example.

91. As it was possible to see only one lesson in science, it is not feasible to make a firm judgement on the quality of teaching in the subject. However, it is clear - from talking with pupils and from observing the one lesson - that there are positive features in the way that science is taught throughout the school. Teachers are knowledgeable. They provide interesting investigations. They deal thoroughly with science topics and ensure that pupils have a thorough understanding of the work covered.

92. There are two weak features. The first lies in the quantity and quality of pupils' recorded work; most particularly in Key Stage 2. It is satisfactory at best at the end of this key stage and bears little resemblance to the very good levels of knowledge and understanding that pupils clearly exhibit in conversation. The second weak feature is the quality of marking. Work in science goes significantly more often unmarked than marked. Where marking does take place it is rarely more than a small tick. It is extremely difficult to find a comment on the quality of the work, and harder still to find a comment to clarify understanding or to help a pupil to make further progress. This is clearly unsatisfactory. The co-ordinator needs to address these issues.



## ART AND DESIGN

93. Pupils make sound progress in art and design. Standards achieved are in line with levels expected for seven and eleven year olds.

94. In Key Stage 1, teachers plan opportunities for pupils to work practically and imaginatively with a variety of media. As a result, most pupils use pencils, pastels and paint to produce a range of sound quality work. They produce prints, using potatoes. Drawings of snowdrops and snowmen indicate how well pupils look at what they paint. Pupils use sketchbooks to practise drawing with charcoal, and add white paint to primary colours to make lighter shades. Older pupils further develop their observational skills when they draw houses and other buildings in the village. Their drawings of Jesus show that they understand the relative positions of the eyes, nose and mouth on the human face. They weave strips of coloured paper neatly to produce attractive patterns and produce a 'feely' collage, which includes a variety of textures.

95. By the age of 11, pupils look critically at scenery they have produced for a school concert based on a painting by Van Gogh. The standard of discussion is high and pupils identify parts of the scenery where they could make improvements. They use their ideas to enlarge a landscape by Van Gogh to five times its original size, working in several groups. The quality of the teaching is excellent: detailed explanation of the task, very high expectations of the pupils, and the teacher's open interest result in pupils bursting with enthusiasm for the task. This enthusiasm is reflected in the pupils' concentration, with the result that they work at a good pace and finish their task within the time allowed them. Pupils make good use of mathematical skills to help them produce sections of the picture that fit together accurately. The teacher works with pupils with special educational needs, helping them with the mathematics involved in what is quite a complex process. Consequently, these pupils work with enjoyment and learn from the lesson. Pupils use sketchbooks to practise shading with pencils. Some use pencils well to represent the texture of seed heads, and this shows good observation. In other aspects, however, they do not observe closely. For instance, they draw the fence of the nature reserve and show the top of the posts as ellipses but finish the base of the posts as straight lines. Similarly, when painting the ships of explorers, Year 6 pupils do not include finer detail that would make their paintings more accurate.

96. The standard of teaching in the two lessons observed was very high. Teachers know the subject well. Their planning is good and they explain tasks carefully, so that pupils know exactly what they have to do. Classroom assistants are used well to support pupils, and teachers make sure that pupils with special educational needs receive the support and encouragement that they need in order to succeed. Teachers use resources well. For instance, in the lesson with Year 5 and Year 6, pupils are shown the different styles of painting of European artists such as Van Gogh, Kandinsky and Pissarro. However, they are not introduced to the work of artists from different cultures and do not have enough experience of working with three-dimensional structures. Teachers do not make enough use of computers to let pupils explore the pictures they can make with graphics programs.

## **DESIGN AND TECHNOLOGY**

97. Standards in design and technology are sound by the age of seven and good by the age of eleven. This represents an improvement since the previous inspection.

98. Good planning by teachers enables six and seven year olds to develop good techniques. Pupils are taught to draw plans of what they want to make and list the materials and equipment they will need. This led pupils in Year 1 to make good models of the equipment they would like to see in the proposed new play area. They used scrap materials to build swings and roundabouts, which were well constructed and showed that pupils had taken care with their work. Pupils cut the body, arms and legs of teddy bears out of thin card and learned how to join them with paper fasteners so that the limbs move freely. By Year 3, pupils follow instructions to make a Tudor house. They use measuring skills learnt in mathematics lessons to draw lines accurately on cereal boxes, to produce the overhanging top storeys of Tudor buildings.

99. Pupils in Year 5 and Year 6 also produce design sheets to show what they want to make, but these are at a basic level and do not contain very much detail. For example, in work to build a ship along the lines of those used by Columbus, pupils only designed the simple rectangular frame that would form the basic support for the ship. This approach has weaknesses. When one boy wanted to add a second deck, he expressed the opinion that it would have been easier had he planned to build it in before fixing the main deck. However, pupils overcome the problems that they face, largely due to the high quality of questions posed by the teacher and the ensuing discussions. Pupils think of original ways round their difficulties. For example, when faced with mounting the mast securely, some pupils decided to use a square mast. This they secured to the base frame by inserting a short length of dowel into the frame, which they then glued into a hole drilled in the bottom of the mast. Similar problems involving making and mounting the rudder were solved through discussion. This led to pupils making attractive, well-constructed models. Pupils also faced a high level of challenge successfully when they constructed models of Anderson shelters in their topic on World War II. Pupils measure accurately and use rulers, set squares, protractors and compasses in all their work.

100. Teachers have high expectations of what pupils can achieve and how they will behave. Lessons move at a good pace and are so interesting that few lose concentration. Firm ground rules for behaviour are established and pupils are taught good habits when handling dangerous tools such as scissors and drills. Older pupils, in particular, benefit from the high level of challenge. They refine their ideas through the mature level of conversation that they enjoy with the teacher, who encourages them to 'bounce ideas' back and forth between him and between one another. The result of this high quality teaching is that pupils produce good work and gain the confidence to try out techniques which they can use in later work.

## **GEOGRAPHY AND HISTORY**

101. Standards in geography are typical of those reached by most seven and eleven year olds, while standards in history are better than expected at both ages. This is similar to the situation at the previous inspection for geography but represents an improvement in standards in history.

102. By the age of seven, pupils develop a sound understanding of types of homes and shelters both for people and for animals. They learn about castles, cottages, igloos and boats. In conjunction with work in art, pupils study buildings in their own locality. By the age of 11, pupils have a sound understanding of features of the coastline of Britain. They draw maps that show the geological make-up of the British Isles and relate the geology to the types of coastlines produced. Pupils describe the shingle beaches of Dorset and how boulders were brought to Norfolk by glaciers. They have a sound understanding of how spits of land, such as Spurn Point, are formed by opposing sea currents and how coastal features such as caves, arches and stacks are created by coastal erosion. Pupils combine their knowledge of the coast and conditions created by storms to write newspaper reports about a bad storm in a coastal area.

103. Pupils in Year 2 have a good understanding of the life of people in Tudor times. They know that the homes of poor people were made of wattle and daub and had no glass in the windows, that rooms had no chimneys, and that herbs were spread on beaten earth floors to make them smell more pleasant. This gives them a good idea of the hardships of life faced by ordinary people. Pupils develop a good understanding of the life of Henry VIII. They suggest he was intelligent because he learned to speak French, Italian, Spanish and Latin. They know he enjoyed sports such as jousting and tennis. Pupils know the names and fates of King Henry's wives. By the age of 11, they develop particularly good ability in taking notes. They use their ability to expand their knowledge of life in Tudor times. Pupils begin to understand the lives of the various social classes when they study how wealthy people travelled by coach or horse and poorer people went by cart or walked. They learn that travel was slow when roads were wet and muddy, and how stagecoaches were so named because they changed horses and the end of stages in their journey. Pupils are fascinated to learn about schooling, and ask questions about the formation of grammar schools and nearby schools in Caistor and Market Rasen. They work out that many schools are named after Tudor monarchs such as Queen Elizabeth. Pupils learn about explorers such as Marco Polo, Columbus and Vasco da Gama. They know that the explorers were looking for easier routes to enable them to bring spices back to Europe, and suggest that Marco Polo also brought back silk from the far East. Pupils combine work in design and technology to make models of Anderson shelters to show how people protected themselves during air raids in World War II. They use first hand reports from newspapers of the time, to learn about the effect of bombing raids on cities such as London and Coventry. Extracts from the school log book give pupils a good insight into the effect that the events of the autumn of 1939 had on people in Osgodby. Pupils write about children being evacuated, but their writing does not demonstrate any attempt to try to understand the feelings of the evacuees or their parents.

104. No geography lessons were seen during the inspection, but the quality of teaching seen in all history lessons was very good. Teachers know the subject well and present it in interesting ways. For instance, in a lesson in Year 2 / 3 / 4, the teacher built up the atmosphere so well that pupils imagined themselves sleeping in a Tudor bedroom on a straw mattress with only one blanket. The very good quality of teaching is exemplified by a Year 6 lesson where pupils had been taught very well how to take notes. They were then asked to use their notes to give brief explanations to the rest of the class about what they had found out. As they did not know who would be asked to speak, this ensured that all pupils concentrated on what they were doing and taught them to pick out the most important facts.

105. Teachers use questions skilfully to assess pupils' learning. They make very good use of classroom support assistants, who are well informed about the historical content of the materials they use. Consequently, pupils in Year 2 working with the assistant made thoughtful observations when comparing a picture of life in a Tudor village with modern times. The good questions posed by the assistant ensured that pupils were enthusiastic. Pupils use word processors to copy out the writing in history. However, they do not use computers in school to carry out research, although some bring in information that they have found on their computers at home. Teachers miss valuable opportunities to improve the quality and range of pupils' writing by using incidents from history lessons. For instance, pupils' writing about evacuees was factually accurate and reflected the good quality of the notes that pupils take. However, no attempt was made to write from the point of view of the evacuees or their parents, so that pupils could begin to understand the effect that war had on ordinary people.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

106. With the exception of work in word processing and control technology in Year 2, where standards are in line with those expected nationally, pupils' attainment in information and communication technology is unsatisfactory. This represents a fall in standards since the previous inspection. However, expectations of what pupils should achieve have risen since the time of that inspection and depend to some extent on the provision of suitable equipment. The school does not have this. It is aware of its shortcomings and is making arrangements to provide more up-to-date equipment.

107. The only examples of computer work seen around the school were examples of word processing where children made neat copies of writing in history and other subjects. Their work shows satisfactory ability to select fonts, and to change font size and style. The work is neatly presented, with margins and paragraphs correctly indented. Pupils bring to school work that they have produced on their computers at home. In a history lesson with Year 5 and Year 6 pupils, the teacher asked them to write up notes, taken while watching at home a filmstrip about life in Tudor times, and several intended to do this on computers. Only four examples of work with computers were seen during the inspection. Children in the Reception class worked with a parent, practising their mouse control skills to build a picture of a car. In class 2, pupils worked with a parent in the resources room to copy up work on the Tudors, while another pupil used the computer in the classroom. When Year 3 boys did this, they indented each line in their writing by inserting spaces, using the space bar. If they subsequently added or deleted words the formatting of their work was uneven. This shows pupils do not understand this aspect of word processing. Pupils in Year 2 tried out a graphics program to find out what could be produced, selecting functions by using different icons. There is evidence in Year 2 mathematics books that pupils have written programs to make a programmable device move in the shape of a square. Their instructions are well written and accurate.

108. Teachers do not make sufficient use of information technology to support work in other lessons. Opportunities are missed to gather and present information by using data collection programs. The art curriculum is not enhanced by allowing pupils to experiment by drawing pictures with graphics programs. The school does not have equipment to measure temperature, light or movement. There is no designated co-ordinator to lead the subject. The school needs to plan more opportunities for pupils to use computers in order to raise standards.

## **MUSIC**

109. One lesson was observed during the inspection. Other, limited evidence was obtained from talking with pupils, sampling a video of a school production, and looking at teachers' planning.

110. Pupils in Years 5 and 6 take account of phrases and phrasing when singing. From looking at musical notation, they are able to say how many beats there are in a bar. They understand – and can explain – the term 'ostinato'. Most sing with confidence in small groups and some are happy to perform individually.

111. The quality of teaching in the lesson observed was good, and the pace of the lesson and the high expectations of pupils were strong features of it. Clearly, there is insufficient evidence to make any overall judgement.

112. There are other musical opportunities for pupils in school. The most notable is that every pupil, from Year 2 upwards, learns to play the recorder. Pupils are grouped across classes for these lessons so that they work with others who are performing at a similar standard. There is a Christmas production in which all pupils take part – singing, playing an instrument, or both. The recorder playing in this performance was of a high standard. Music is played as pupils go into assembly, and their attention is drawn to it. The Year 5 and 6 pupils – in whose classroom assembly is held – are given regular opportunities to listen to this music for a few minutes before the other classes arrive, and to learn something of the composers. A range of music is used in school, though most is from western cultures.

## **PHYSICAL EDUCATION**

113. At the end of both key stages, standards in physical education are satisfactory. This judgement is based on these three lessons, - all with a dance focus - and on evidence from teachers' planning and from talking with pupils.

114. In the lessons observed, Year 1 pupils moved appropriately to music and used their imagination as they went on a 'bear hunt'. Pupils in Years 2, 3 and 4 composed and performed a short dance sequence suggested by 'the big freeze', while the oldest pupils in school worked on traditional dances. All pupils were able and willing to think for themselves and to come up with some original ideas. Pupils work together well and improve their performance a little through practice.

115. On the evidence of the lessons observed, the pupils are well taught. In two of the three lessons observed, the quality of teaching was very good. In the third, it was satisfactory. Pace and good subject knowledge were the particularly strong features in the better lessons.

116. The school has no hall, so indoor physical education lessons are taken in the village hall on one afternoon each week. The 'hire' covers a period of one and a half hours. This is not sufficient time for all classes to have lessons long enough to enable pupils to make the progress they should.

117. The village hall is of an adequate size. In the lessons observed, however, it was cluttered with furniture which the staff were not in a position to move. This reduces the floor space available for lessons and increases the need for both staff and pupils to be particularly vigilant with regard to safety.

## **RELIGIOUS EDUCATION**

118. Only one lesson was seen during the inspection, but discussion with pupils and examination of their work indicate that standards are in line with those expected in the locally Agreed Syllabus by the end of both key stages. This is similar to the situation at the time of the previous inspection. The school has adopted elements of the locally Agreed Syllabus and national guidelines to produce its scheme of work, and this answers criticisms made in the previous report.

119. At Key Stage 1, pupils gain a sound understanding of some of the celebrations of Christianity and Islam. They name Christmas and Easter as important Christian celebrations. In Year 1, pupils learn about the importance of Eid to Muslims. They learn the significance of fasting at Ramadan and that allowances are made for young children so that they gradually build up to full participation in the fasting as they get older. Pupils learn about the celebrations surrounding the Chinese New Year. By the age of seven, pupils have a sound understanding of the life of Jesus. They draw pictures and describe what they think He looked like and how He acted. Pupils have a sound understanding of His character, saying that "He was good at making people better" and "He was caring and loving all the time." Descriptions of Jesus talking to the priests in the temple as a young boy show a growing awareness of His special character. This is further developed when pupils describe miracles such as the healing of the sick child who was let down through the roof of the house where Jesus was preaching.

120. By the end of Key Stage 2, pupils have a sound understanding of the life of Abraham. They learn about Abraham's travels, his parting with Lot and the birth of Isaac. Pupils develop an understanding of the great faith Abraham placed in God when he was asked to sacrifice Isaac. Pupils study the story of Joseph and his stay in Egypt. They give good accounts of the Joseph's interpretation of Pharaoh's dreams and his re-union with his brothers. Pupils are helped in their understanding of the importance of the Qu'ran to Muslims because the teacher keeps the book protected in a special cover. They know that all Muslims try to visit Mecca at least once and that they pray five times a day.

121. Too few lessons were seen to enable judgements to be made about the standards of teaching in religious education. The school finds it difficult to arrange contacts with representatives of other faiths but has had a Muslim visitor. The local Methodist minister visits regularly to take assembly, as did the previous Church of England vicar. Arrangements are in hand to invite the new vicar to the school. Pupils take part in Harvest Festivals and Nativity Plays and visit Lincoln Cathedral. The school has a satisfactory supply of artefacts to help pupils understand Judaism and Islam.