

INSPECTION REPORT

The Lancaster School
Lincoln

LEA area : Lincolnshire

Unique Reference Number : 120686
School Inspection Number: 186794

Headteacher : Mrs V A Greaves

Reporting inspector: Mr Tony Painter
21512

Dates of inspection: 18th – 21st October 1999

Under OFSTED contract number: 707590

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant

Type of control : Foundation

Age range of pupils : 3 to 7 years

Gender of pupils : mixed

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Appropriate authority : Governing Body

Name of chair of governors : Mr M D Jones

Date of previous inspection : 12th – 16th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Keith Hepworth, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnerships with parents and the community
Carole Jarvis	English History Music Equal opportunities	Staffing, accommodation and learning resources Efficiency
David Matthews	Information technology Design and technology Religious education	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development
Mary Marriott	Science Geography Physical education Special educational needs	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- The school is a very caring community in which pupils are valued as individuals.
- The learning environment is very positive and pupils have good attitudes to lessons.
- Pupils' personal development is provided for very well. There is excellent support for their social and moral development.
- The leadership and management are very good. There is good teamwork amongst staff and a clear vision of how standards can be raised.
- The school is very efficiently run with excellent financial planning and control.
- An excellent range of extra-curricular activities makes a very positive contribution to pupils' learning.
- There is very good support for pupils with special educational needs.
- Partnerships with parents are very effective in supporting pupils' education.

Where the school has weaknesses

- I. Teachers are not yet sufficiently precise in their matching of tasks to pupils' needs to promote consistently good progress, particularly of higher attaining pupils.
- II. Pupils do not have a systematic experience of a range of cultures found in Britain today.

The weaknesses are outweighed by what the school does well and will form the basis of the governors' action plan. This will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress since the last inspection and standards in music and art have been improved. Policies and schemes of work have been appropriately reviewed and adopted with greater attention to investigative skills in science and mathematics. Policies for pupils' welfare and child protection are now well established and reflect the high quality of provision. The quality of leadership and management has been effectively maintained despite the considerable pressures resulting from falling rolls and the change from grant-maintained to foundation status. These have resulted in substantial budget reductions that have, in turn led to a number of staff redundancies in 1999. However, these factors have also contributed to a decline in standards in the most recent National Curriculum assessments. The school has introduced new targets and successfully implemented the National Literacy Strategy and National Numeracy Strategy. These are now having a positive effect on standards. Subject co-ordinators are more effectively involved in developing their subjects and monitoring progress. There have been improvements in the resources for religious education and art. The school is now well placed to make further improvements in standards.

Standards in subjects

The table shows the standards achieved by seven-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
Reading	D	C	
Writing	C	B	
Mathematics	D	C	

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that although standards in writing were in line with national averages, those for reading and mathematics were below. Standards in mathematics and reading are in line with those found in schools with similar groups of pupils. Standards in writing were higher. These results were generally disappointing to the school and represent a fall in standards since 1998. This fall is related to insecurities resulting from changes taking place in the teaching force and aspects of lower expectations. Analysis of these results has led to changes in the school's approach and greater emphasis on raising attainment. The inspection findings indicate that standards remain in line with national averages and expectations in English, mathematics and science. Attainment in information technology is above those expected nationally. Standards in religious education are in line with those outlined in the locally Agreed Syllabus. Children under five make good overall progress, particularly in the reception classes. Pupils make satisfactory progress in all subjects of the curriculum but their progress in information technology and music is good.

Quality of teaching

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

All the observed teaching was satisfactory or better. In over half the lessons seen, teaching was good. Some very good teaching was seen in the reception classes. Standards in teaching seen during the inspection were generally higher than those apparent in the pupils' work from last year. This results from the introduction of new curriculum approaches including the National Numeracy Strategy. Teachers are paying closer sustained attention to raising attainment. The teaching of children under five is stronger in the reception classes.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school. Pupils are polite and well mannered. They relate very well to each other and to all adults working in the school.
Attendance	Satisfactory, with good procedures for promoting good attendance.
Ethos*	Very good. The clear aims and values influence all the work of the school. Staff are committed to raising standards. Effective teamwork ensures very good relationships at all levels.
Leadership and management	Very good. The headteacher has clear vision for improvement. This is shared with all staff and the governing body. Developments are thoughtfully planned and evaluated. Good systems for monitoring the school's work are developing.
Curriculum	Good. A broad and balanced curriculum gives all subjects appropriate attention. An excellent range of out of school activities enriches it well. Good systems of assessment are developing although these are not yet precisely used.
Pupils with special educational needs	Very good provision supports pupils well and they make good progress.
Spiritual, moral, social & cultural development	Very good overall provision. Provision for pupils' social and moral development is excellent and is a strength of the school. It forms the foundation of the school's very positive ethos. Some weaknesses exist in the planning for pupils' experience of a range of cultures.
Staffing, resources and accommodation	Good. Very good accommodation and resources help teachers to provide an appropriate range of experiences. All staff are effectively used and there are good systems for professional development.
Value for money	The school represents good value for money.

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

The parents' views of the school

What most parents like about the School	What some parents are not happy about
<p>III. Parents are very supportive of the school and feel that it is easy to approach</p> <p>IV. There are high standards of behaviour</p> <p>V. Pupils achieve good standards in their work</p> <p>VI. Extra-curricular activities are very good.</p>	<p>VII. Parents have raised no negative issues.</p>

The inspection agrees with parents' positive views although the standards currently achieved by pupils leaving the school are in line with national averages and expectations. Progress through the school is good.

KEY ISSUES FOR ACTION

In order to consolidate and extend the school's levels of achievement and promote more effective progress, the headteacher, staff and governing body should now:

- VIII. Ensure that teachers plan tasks that are appropriately matched to pupils' levels of attainment, making precise use of assessment information and having regard to sufficiently high expectations, (paragraphs 13, 19, 22, 31, 36, 70, 74, 78, 94)
- IX. Provide pupils with a planned broader experience of the wider range of cultures present in Britain today. (paragraphs 35, 85, 100)

In addition, the following less important weaknesses should be considered for inclusion in the action plan. They refer to the prompt start to lessons (paragraph 18), teachers' use of time in lessons (paragraphs 14, 70, 87) and ensuring that nursery activities are sufficiently clearly focused (paragraphs 6, 20, 56, 58).

INTRODUCTION

Characteristics of the school

1. The Lancaster school is a foundation school for boys and girls situated on the outskirts of Lincoln. It has reduced in size in the recent past and there are currently 174 full time pupils and 46 part time children in the nursery. This is a little smaller than the national average. Most pupils enter the reception classes at the beginning of the year in which they are five, having attended the nursery. Pupils in Key Stage 1 are divided into four classes, all of which have pupils from more than one National Curriculum year group. The school groups pupils in attainment for lessons in English and mathematics. It also operates a “rotation” system, where sets of pupils have blocks of weekly lessons taken by subject co-ordinators. The pupils and activities “rotate” through the year to ensure a balanced curriculum. The school building is an attractive modern design set around the school hall. The grounds provide an appropriate range of outdoor opportunities.
2. Most pupils live close to the school in a range of housing including private and local authority estates. Some parts of the area have unfavourable socio-economic indicators and the overall proportion of pupils eligible for free school meals is above the national average. Thirty-nine pupils are identified on the school’s register of special educational needs, of which three have statements of special educational needs. These levels are around the national averages. Four pupils are of European origin from homes where English is not the first language.
3. The school’s Mission statement clearly sets out the school’s aims and values. These are incorporated into all the policies and routines. There is a strong commitment to equality of opportunity and reference to the development. Great emphasis is placed on caring for pupils and the education of the whole child. Appropriate references are made to continuously improving standards in the school. School developments are focused on identified priorities with an appropriate assessment of future requirements. These are currently in the areas of literacy, numeracy, information technology and target setting. Since the last inspection, the school has changed from grant-maintained to foundation status. This has resulted in substantial changes to the school’s budget, compounded by the reducing number of pupils in the school. These factors have led to several redundancies and considerable staff stress and illness during the last year.
4. The school was last inspected in February 1996 when key issues were identified to:
 - maintain the quality of leadership and teamwork,
 - introduce more investigative work in science and mathematics and more attention to skills development in art,
 - develop the roles of co-ordinators,
 - develop stronger links between specific subject modules and classroom work,
 - ensure that suitable documentation supports the evident good practice related to pupils’ welfare and child protection issues.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	37	38	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	25	27	30
	Girls	31	36	36
	Total	56	63	66
Percentage at NC Level 2 or above	School	77 (86)	83 (87)	88 (90)
	National	82 (80)	83 (81)	86 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	29	28
	Girls	37	38	37
	Total	63	67	65
Percentage at NC Level 2 or above	School	84 (86)	90 (90)	86 (85)
	National	82 (81)	86 (85)	87 (86)

¹

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

Attendance

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

		%
Authorised Absence	School	7.9
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	2
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	5
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Since the last inspection, standards of attainment have been maintained although the most recent National Curriculum tests and tasks show a decline. The school has identified this, appropriate targets have been set and action has been taken to address the issues. This includes raising expectations of pupils' attainment, regrouping pupils and the use of new curriculum developments such as the National Numeracy Strategy. Evidence from the inspection suggests that these developments are beginning to have an effect on the quality of teaching that is positively promoting pupils' progress. The overall attainment of pupils by the time they leave the school is in line with national averages and expectations in English, mathematics and science. Their attainment in information technology is above national expectations. Pupils' attainment in religious education is in line with that described in the locally Agreed Syllabus. Pupils make overall satisfactory progress through the key stage and in all subjects except music and information technology, where progress is good.
2. Children enter the nursery with attainment that is below that generally found nationally. They make overall good progress in the nursery and reception classes in all the areas of learning. Progress in the reception classes is generally stronger than that in the nursery. This results from the attention that reception teachers pay to ensuring that activities are well focused on what children need to learn. By the time children enter compulsory schooling, their attainment is similar to that found nationally. Most children achieve most of the Desirable Learning Outcomes². Teachers in nursery and reception classes place considerable emphasis on children's personal development. Children build good relationships with adults and other children. Through these, they gain confidence to tackle work across the whole curriculum. They play together with greater co-operation, sharing and taking turns appropriately. Their behaviour is good and they gain greater understanding of the feelings of others and how they can help them. Language and literacy skills are effectively gained through sharing books and simple discussions. Children are keen to answer questions and talk with developing confidence about their experiences. Through an appropriate range of activities, children make good gains in their numeracy skills, becoming familiar with number rhymes and songs. They recognise and write numbers, sort and match items carefully and count with increasing accuracy. Children make good gains in their knowledge and understanding of the world. They talk about their lives and their work, speaking with greater confidence and understanding. They gain familiarity with simple uses of computers and make basic scientific observations, recording some of these appropriately. Children make particularly good progress in creative development in the reception classes. They gain understanding of some famous artists and apply this to their paintings, referring to different types of colour and ways of making pictures. They sing with enthusiasm and investigate musical instruments. Good progress in physical development results from varied play activities in the outside play area and the school hall.
3. Pupils' standards of attainment in all areas of English are in line with national averages and expectations and they make satisfactory progress through the key stage. Satisfactory progress is made in speaking and listening and pupils take part in discussions throughout the curriculum. By the end of the key stage, most listen carefully, speak clearly and are confident when talking to the class. They have developed an appropriate

² Desirable Outcomes for Children's Learning on Entering Compulsory Education – SCAA/DfEE. These are goals for the learning of children by the time they begin compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

range of vocabulary related to the subjects of the curriculum. Pupils make satisfactory gains in their reading skills, particularly in Literacy Hour lessons. By the end of the key stage, they read with some accuracy and developing expression, using a range of strategies to work out unfamiliar words. They talk with confidence about their reading and their favourite books. Progress in writing is satisfactory and pupils write in a good variety of different forms including stories, poems and letters. By the end of the key stage, pupils write their own stories based on their reading, such as “Can’t You Sleep Little Bear?” with generally accurate spelling. All pupils have understanding of basic punctuation and higher attaining pupils begin to use speech marks.

4. Pupils make satisfactory progress in mathematics and their attainment, by the end of the key stage, is in line with national averages. Pupils gain familiarity and confidence with numbers in a variety of contexts. They increasingly recognise patterns and sequences in number and use these when tackling problems. By the end of the key stage, they answer mental arithmetic problems with greater speed. Pupils know basic multiplication tables and make effective use of their knowledge of other number facts. They correctly identify a range of shapes and some of their properties. Pupils collect information and represent it in graphs. Pupils make sound progress in applying their number skills to investigations through appropriate opportunities to meet the weakness identified in the last report. Pupils use their developing numeracy skills in different contexts across the curriculum.
5. By the end of Key Stage 1, pupils’ attainment in science is in line with national expectations. They make satisfactory progress through the school. Pupils make gains in their understanding of the ways in which materials can change. They begin to carry out simple observations and investigations. By the end of the key stage, pupils use an increased vocabulary with confidence when they talk about what they observe. They record some of their findings with care and attention to detail.
6. Pupils’ attainment in information technology, by the end of the key stage, is above that found nationally and pupils make good progress through the school. This results particularly from the effective use of specialist teaching of information technology to different groups of pupils. Pupils gain greater understanding of controlling through the computer when they program a floor robot. They make good gains in their accuracy when manipulating text and other data. Pupils use computers with increased confidence and tackle appropriate problems with speed. By the end of the key stage, pupils know the correct names for parts of the computer and how these are used. They combine text and pictures into a single document, making appropriate changes, for example to size and colour of text. They print out the results with help. Pupils use their information technology skills throughout the curriculum including literacy, geography and design.
7. In religious education, pupils make satisfactory progress through the school. By the end of the key stage, they achieve levels that are in line with those described in the locally Agreed Syllabus. Pupils develop knowledge and understanding of Christianity, its festivals and the stories of Jesus. They gain awareness of other religions. They write simple prayers and explore the meaning of their own experiences.
8. Pupils’ overall progress in other subjects of the curriculum is satisfactory although pupils make good progress in music, which has a high profile in the school. Pupils sing clearly and confidently learn new songs. They make good gains in composing, listening and appraising music. By the end of the key stage pupils accurately sing a two-part song and add a rhythmic accompaniment. They identify musical instruments using correct vocabulary to describe the quality of the sounds they make. Pupils work in a wide range of media in art and produce work of appropriate standards with some good work. They gain a good range of skills and apply them effectively to their work. This represents an improvement from the last inspection. In design and technology, pupils

have well-structured opportunities to design and build, showing increasing skills in selecting and working materials. They develop the ability to evaluate their work and identify ways of improving it. Pupils develop a sense of their own locality in geography and make appropriate comparisons with places further afield. They consider human and physical aspects of the subject and develop appropriate specialist vocabulary. Pupils learn about people and events in the past through stories, visits and looking at artefacts. They become increasingly aware of chronology when considering their sources of information. Pupils improve the range and quality of their movements in gymnastics. They work safely and with good awareness. Year 2 pupils make additional progress from an excellent range of extra-curricular activities that increase their experience of games.

9. There are some weaknesses in the extent to which teachers use assessment information to match tasks to pupils' attainment. Although overall progress is secure, some lessons are pitched at too low a level for some pupils to make good progress. This is particularly apparent in pupils' work from the previous year. The teaching during the inspection was more secure, although these weaknesses still exist. The school has also identified this factor and begun to work on raising teachers' expectations. There are no significant differences in the attainment or progress of pupils of different gender, background or ethnicity. The arrangements for pupils with special educational needs are good. Pupils are appropriately identified and suitable targets are given in their Individual Education Plans. Their progress towards these targets is monitored and regularly reviewed. They make good progress. All pupils use their literacy skills appropriately through the curriculum. This is shown in tasks such as reading and writing in history and in geography where work is based on the Katie Morag books. Pupils write, for example, about life on the island and how it may change in the future. Pupils use and develop their numeracy skills effectively across the curriculum when sorting, counting and recording their findings. They develop appropriate skills in measuring in science and design lessons.

Attitudes, behaviour and personal development

10. Children under five make good progress in their personal and social development in the nursery and reception classes. Their behaviour is good at all times and they make good advances in working together, sharing and taking turns. Children soon become confident in the nursery and are willing to take part in all activities. They transfer readily to the reception classes and soon settle in. They have good opportunities to talk about aspects of their lives such as "What makes me sad". These help children to gain understanding of the feelings of others. Pupils throughout the school enjoy school and their attitudes to learning are good. They show interest and enjoyment in their work, and respond well to questions. Most pupils listen very carefully to teachers and to each other. They are well motivated, especially when teachers effectively use praise. A small minority tends to become restless when expected to sit for extended periods. Pupils show pride in their work in classrooms and in the weekly good work assembly. Pupils concentrate well when teachers give them tasks to do in groups, or on the computer. Pupils with special educational needs are well integrated within the school. They respond well to relevant and interesting work that matches their current needs identified in Individual Education Plans. Pupils demonstrate a sense of responsibility for their work and their behaviour and show a willingness to listen to what others have to say and show respect for others ideas, values and feelings.
11. The behaviour of pupils in and around the school is very good. The school's values and attitudes have a positive effect on pupils. Pupils' courtesy and politeness effectively reflect the school's strong emphasis on good manners. Behaviour is very good at lunch times both inside and outside the school. Children eat their lunch sensibly and they very co-operatively share play equipment in the playground. Throughout the day, the school is a very

orderly community. Pupils move about quietly and they are very responsible when they all gather for assembly in the hall. They are trustworthy and they show respect for property. On the very rare occasions when pupils have exceptional emotional or behaviour difficulties, teachers take appropriate steps to support them. As a last resort, the school excludes pupils. Two pupils were excluded for fixed periods during the school year before the inspection.

12. Pupils form very constructive relationships with others. They relate very well to each other and to all adults in the school, including parent helpers and students. Relationships are very good at all levels, including those between the adults in the school. Pupils show respect for other peoples' feelings and values, for example in lessons when pupils talk about the things that are special to them. They work well both independently and in groups, and they show a good level of team spirit in their sporting activities such as the after school football club.
13. Pupils' personal development is very good. Pupils show initiative. They hold doors open for visitors and greet them in a friendly way. They show good levels of independence. Reception pupils dress themselves after physical education lessons without relying on adult help and throughout the school pupils tidy away their own resources after using them. Pupils are very willing to take on responsibilities such as taking the register to the office, and setting out tables for the library club. They enjoy manning the door at lunchtime to allow sick children to come inside. They carry out simple responsibilities well, such as taking messages to other teachers, and they are always well mannered. Pupils very readily become involved in extra-curricular activities and in supporting charities.

17. **Attendance**

14. Pupils' attendance is satisfactory overall. Over the last four years attendance rates have been broadly in line with national averages with the exception of one year when attendance fell well below the average for similar schools. This is unusual and does not reflect the normal pattern of attendance, which is on target to achieve the school's usual rate again this year. The computerised attendance registers are properly maintained and all statutory requirements are met fully. Teachers complete registration quickly and efficiently. Most pupils are punctual and arrive at school and lessons on time. Those who are late for school generally arrive before registration is completed. When the school opens in the morning, pupils begin to organise themselves and most settle down to begin work before registration. Pupils have ten minutes to prepare themselves before registration and lessons are scheduled to begin five minutes later. However, some lessons do not begin promptly. This occurs when pupils have not arrived punctually or organised themselves quickly enough. This flexible approach does not place sufficient emphasis on pupils' punctuality and a crisp start to the day. Procedures for recording absences and identifying lateness are good. Most parents co-operate and inform the school of illness or other reason for absence, which results in the school having lower than average rates of unauthorised absence.

QUALITY OF EDUCATION PROVIDED

Teaching

15. The overall quality of teaching in the school is satisfactory and the teaching of children under five, in reception classes, is good. This broadly maintains the quality of teaching found in the last inspection. The general quality of teaching seen in the inspection was higher than that apparent in pupils' earlier work. This is the result of new curriculum developments, including the National Numeracy Strategy and increased attention to the needs of pupils of different levels of attainment. Teachers make appropriate provision

for developing pupils' literacy across the curriculum. Pupils' work in geography, for example, is imaginatively based on reading the Katie Morag stories. In history lessons, pupils read and gain information from appropriate books and other resources. Pupils' numeracy skills are used and improved through practical work in technology and science. Here pupils read measures and scales, displaying information in appropriate graphs and diagrams. Throughout the school, good use is made of adult support in lessons, particularly with children with special educational needs. Support staff are clear of the requirements of lessons and they question pupils appropriately to help them to think. The teaching of pupils with special educational needs is good and well focused on the targets identified for them in their Individual Education Plans. Appropriate provision is made for their needs in lessons and some good support work is established by the co-ordinator. Teachers in Key Stage 1 do not, however, make sufficient provision to challenge pupils at different levels of ability, particularly higher attaining pupils.

16. The teaching of children under five in the nursery is satisfactory with good teaching of personal development and knowledge and understanding of the world. There are good relationships, established from an early stage, which help children to feel secure and give them confidence. As a result, children take part with enthusiasm in the activities. Well-established routines and secure classroom management create a safe environment in which children are able to prosper, particularly in their personal and social development. Children develop independence and confidence through their understanding of the routines of the nursery. The teacher and nursery nurse work well together and ensure that activities are appropriate for the interests of the children. These are planned in some detail with appropriate references to the areas of learning and the Desirable Learning Outcomes. Some good questioning and discussion, such as when children are baking, develops children's talking well. However, insufficient opportunities are taken, for example in the role-play area, to focus children's attention on what they need to learn. Too few links are established between activities to allow children to practise what they are learning through guided play activities. This reduces the progress that children make through reinforcing their learning in different contexts.
17. Children under five in reception classes are taught well. There is good teamwork between the teachers and the nursery nurse with appropriate use of specialist teaching that promotes children's progress well. Planning is detailed and makes good references to the Desirable Learning Outcomes. The good quality relationships established in the nursery are effectively built upon and these ensure that children are good listeners and follow instructions well. Organisation, throughout the reception area, is good and reflects the shared aspirations of the adults and their planning. Clear explanations help children to know exactly what they need to do. All adults encourage children to gain independence and responsibility and this further enhances their personal and social development. Good organisation of resources means that no time is lost in settling to work and good pace is maintained through the sessions. Teachers are enthusiastic and present their lessons in ways that motivate children well, making effective use of a wide range of strategies. They make good use of aspects of the National Literacy and Numeracy Strategies and this appropriately leads children into early aspects of the National Curriculum. Children's needs, at all levels, are carefully met and good detailed records are made to ensure that future work is also pitched appropriately. This means that children are effectively challenged and their progress is enhanced. All adults are careful to use and promote significant vocabulary through all activities of the area.
18. The quality of teaching in Key Stage 1 is satisfactory with good teaching in information technology and music. The latter subjects are effectively included as part of a "rotation" of subjects taught by subject co-ordinators. Good knowledge and understanding of subjects allows teachers to plan these lessons effectively. The last report identified the need to ensure

that such lessons were linked carefully to pupils' work in normal lessons. This has been achieved and there are appropriate connections with the rest of the curriculum. Teachers' planning has been improved through use of aspects of the planning systems for the National Literacy and Numeracy Strategies. Some planning does not, however, identify activities for pupils of different attainments. This leads to tasks that are not securely pitched at pupils' needs and a lack of challenge, particularly for higher attaining pupils. Some grouping of pupils by attainment for subjects such as English and mathematics is helpful in focusing teaching. However, in most groups, there is still a wide range of age and attainment and tasks do not consistently and systematically build progress for all pupils. Although there are developing systems of assessment, these are not used consistently. Some assessments of past lessons are limited in their usefulness to guide further planning. For example, they evaluate the lesson but make few references to pupils' successes or weaknesses. These weaknesses are particularly apparent when looking at pupils' work from the previous year. Teachers have begun to take appropriate action to meet the weaknesses and this is leading to improvements in teaching. The weaknesses have not, however, been removed.

19. Teachers in Key Stage 1 have high expectations of pupils' behaviour and use the school's positive behaviour strategies well. They use praise effectively to motivate and build confidence, particularly when working with pupils with special educational needs. As a result of these measures, teachers establish positive classroom environments where pupils are keen to get on. Teachers generally give good explanations and instructions with some lively presentations that promote good pace in lessons. Their organisation and management of the classrooms are secure and thus the pace of lessons is generally maintained. Some introductions are a little over-extended and pupils lose concentration, requiring teachers to use their control strategies and reducing pace. The teaching of art is satisfactory and teachers have made an effective response to the weakness identified in the last inspection report. Teachers at that time lacked confidence in their own skills and too little time was devoted to the systematic development of pupils' art. There is now a clear framework for building pupils' skills through the school and pupils make satisfactory progress.

The curriculum and assessment

20. The curriculum for children under five is good and is planned well in both the nursery and the reception classes. It is appropriately based on the Desirable Learning Outcomes identified for children. In the nursery, good emphasis is placed on children's personal and social development. Good consideration is made in the reception classes for work leading into the early stages of the National Curriculum. Work is planned well and effectively monitored to ensure that children make good progress. Work includes a variety of activities and topics, loosely based around literacy and numeracy. Assessments made of children's attainment on entry to the school are used effectively to plan initial work for individual children. This information is regularly updated and routinely used in teachers' planning.
21. In Key Stage 1 there is a good balance in the time allocated to different subjects as well as personal and social education. Policy documents and detailed schemes of work are in place for all subjects, assisting teachers in their planning. The curriculum is broad and balanced and helps to ensure that pupils are making continuous progress in all subjects. It is organised to give appropriate emphasis to literacy and numeracy. The school recognises the importance of information technology and the curriculum emphasises the cross-curricular nature of this subject. Class teachers take their own classes for most lessons, including sound attention to the teaching of literacy. Pupils are effectively grouped according to their level of prior attainment in mathematics for numeracy lessons. There is good organisation of the curriculum to make good use of teachers' skills. Some subjects are taught in seven-week "rotation" modules. Pupils

are grouped by ability and taught primarily by subject co-ordinators. These arrangements, and the annual “Technology Week”, ensure the curriculum complies with statutory requirements of the National Curriculum and religious education. The school has successfully addressed the weakness from the last report and strengthened the links between these modules and the rest of the curriculum.

22. Planning in Key Stage 1 is based on well-constructed schemes of work that clearly lay down the content to be covered in each year. These give good guidance to teachers. Policy documents are in place for all subjects. English and mathematics planning is based on the respective national strategies. The implementation of these strategies has had a positive impact on the quality of teaching and pupils’ progress. Good attention is paid in planning to take into account the organisation of pupils into classes with both Year 1 and 2 pupils. Lesson plans generally have clear statements of what pupils will learn and often include specific activities for different groups of pupils.
23. The school has responded well to relative weaknesses identified in the last report. There have also been improvements in the provision for developing pupils’ investigative skills in mathematics and science. In mathematics, the school has successfully introduced the National Numeracy Strategy and this is having a positive impact on standards. Specific attention is paid to developing investigative science skills in the “rotation” modules. Clearer attention to the promotion of pupils’ skills in art is leading to higher standards.
24. All pupils regardless of gender, ethnic background or ability have full access to the curriculum provided, and to a range of excellent extra curricular activities. These include football, music and information technology. The school has determined that sex education will not be taught. Drugs education is taught successfully in the school. Health education is included in the science curriculum during the summer term. Opportunities for homework are given and pupils regularly take home spellings and their reading books. Extra- curricular provision is excellent and extends pupils’ learning experiences. Teachers, staff and parents work very hard and give willingly of their time to provide an excellent range of activities. These include sport, such as football and a computer club. There are Christmas plays and class assemblies for parents. Visits and visitors also enhance the curriculum, for example, a visiting auto-harpist, and visits to the Lincolnshire Life Museum. The curriculum makes a very positive contribution to the standards achieved by all pupils.
25. The quality of provision for pupils with special educational needs is good. Pupils make good progress, particularly in literacy and numeracy. Class teachers are aware of their needs through the use of good assessment and the school provides good levels of support. The requirements of the special educational needs Code of Practice are fully met. The format for Individual Education Plans is good. They have clear and appropriate targets, which are regularly reviewed.
26. Procedures for assessment are good and have improved since the last report. The methods for assessment are clearly outlined in the assessment policy, which is consistently implemented by all teachers. Teachers make appropriate use of formal assessments as pupils move through the school. These include baseline assessment in nursery and reception classes, literacy and numeracy assessment and national tests. All pupils have individual records of achievement, which are started in the nursery and move through the school with the pupils. These give a picture of each pupil’s development. The results of standardised tests are analysed and the data is used to adjust and improve the curriculum. This is effectively directing school improvement.
27. Teachers know their pupils well. They use well-focused observations and questioning techniques to help

establish pupils' levels of understanding. These results are sometimes used effectively to inform planning. However, clear and consistent links between assessments and the work planned for pupils are not consistently made. There is a lack of precision in the use of assessment data to identify pupils' tasks. This is particularly apparent in the identification of activities to raise the attainment of higher attaining pupils. Activities for these pupils are sometimes insufficiently demanding and gains made by pupils are not securely built upon in subsequent lessons.

Pupils' spiritual, moral, social and cultural development

28. The provision for pupils' spiritual, moral social and cultural development is very good, and it is a strength of the school. The school has effectively maintained the quality of its provision as indicated in the last report.
29. Spiritual awareness is fostered well in a variety of ways. Acts of collective worship comply fully with statutory requirements and provide pupils with regular opportunities for prayer and quiet reflection. For example, in assemblies that celebrate good work, pupils are given good opportunities to reflect on the efforts that they and others have made. Visitors, for example from the local church, effectively extend pupils' spiritual development in assemblies. Mid-day supervisors provide pupils with the opportunity to say a prayer at lunchtime and teachers teach them to pray at the end of each school day. Religious education makes an appropriate contribution to pupils' growing spiritual awareness, for example in lessons when they show and talk about things that are special in their lives. Sometimes these lessons create moments of awe and wonder, such as in one lesson when a rabbit was shown to a class by a parent.
30. The provision for both moral and social development is excellent and makes a significant contribution to the school's very good ethos. All adults in the school consistently apply a wide range of strategies for promoting good behaviour and social development. This is reflected in the pupils' very good relationships and personal development. The school's behaviour policy provides good support that all staff use to foster high standards of behaviour. The very effective strategies include the use of praise, incentives such as stars and stickers and being sent to the headteacher for good effort. The weekly good work assembly is extremely effective in celebrating pupils' achievements in their work and behaviour. Awards and certificates are effectively used to mark pupils' efforts. Mid-day supervisors attend the good work assembly and they identify for special praise those pupils who have behaved particularly well. Their contribution effectively enhances the very good behaviour found in and around the school at lunchtime. Parents support the school's efforts by attending the assembly once a month. Appropriate steps are taken to remedy the rare cases of inappropriate behaviour, including the involvement of parents. The school very effectively encourages pupils to relate well to others. They provide opportunities for pupils to share resources such as computers and to co-operate with adults who support classroom work. Teachers enable pupils to take on responsibilities such as taking messages, and they involve them in supporting charities. The school successfully meets the aims in its mission statement that staff should be good role models and that manners are seen as important.
31. The school makes appropriate provision for pupils to understand their own cultural traditions. It helps pupils to become aware of other cultures, but there is a lack of planned opportunities for them to experience the richness and diversity of cultures found in Britain. Teachers help pupils to develop their understanding of famous artists such as Van Gogh, and pupils make museum visits. Assembly themes and learning about other religions raises their awareness of other cultures. Reading books and literacy resources appropriately represent a range of cultures, and there are pictures and dolls representing different races. Some opportunities are taken to introduce pupils to examples of art and music

from other cultures. However, these are not systematic and pupils do not, therefore, build an effective understanding of a range of cultures. Teachers miss opportunities to enrich pupils' growing knowledge of the range of other cultures across the subjects of the curriculum, notably in music and art.

Support, guidance and pupils' welfare

32. Procedures for monitoring the academic progress and personal development of pupils are good and systems have improved since the last inspection. Children under five benefit from a caring environment that effectively supports their personal development. Throughout the school staff are caring and considerate to pupils' needs. Teachers know their pupils well and provide effective informal support and guidance. Parents see the school as a caring community and inspectors support this view. The academic progress of pupils is carefully recorded in each pupil's record of achievement, which contains a detailed overview of the National Curriculum targets. Although assessment systems are developing well, the use of assessments to promote good academic progress is insufficiently precise. Formal assessment of pupils' personal development is in its early stages but teachers know their pupils well. Pupils with special educational needs receive good support and sensitive guidance. The school makes very effective use of its own support staff and uses outside specialists appropriately.
33. Procedures for monitoring and promoting discipline and behaviour are very good. Parents express the view that the school achieves high standards of good behaviour and inspectors support this view. Pupils understand the school rules and respond positively. When they join the school they agree to abide by the 'golden rules' set out for them in the home school agreement. They are polite, courteous and enjoy very good relationships with their classmates and the adults in the school. There are appropriate rewards and sanctions available to manage behaviour, however the emphasis is placed upon praise and recognition of good behaviour. The policy encourages all staff to approach behaviour in a positive way by making constructive comments in books and by reinforcing good behaviour in classrooms and the playground. Pupils who behave well are given stickers and there is a weekly good work assembly. Here pupils' good work and behaviour is recognised by the award of certificates. Any incidents are dealt with fairly and properly recorded. The behaviour of pupils is carefully monitored and staff work effectively to ensure a calm working atmosphere in the school.
34. There are good procedures for monitoring and promoting attendance. Teachers are responsible for monitoring the attendance of pupils in their class and carefully follow up any unexplained absences. The headteacher and school secretary monitor attendance and support teachers. The prospectus reminds parents about the importance of good attendance in the early years of a child's education. They are asked to agree to ensure that their child attends the school regularly and on time as part of the home school agreement. Parents are also asked to ensure that they inform the school of the reason for any absence. Although the school has no clear policy regarding family holidays, parents are discouraged from taking holidays in term time. Very few parents, therefore, remove their children during the term for this purpose. Pupils are encouraged to achieve good attendance records by the award of a shield to the class with the best attendance of the week. A similar award is made to the class achieving one hundred percent attendance. The headteacher liaises with the education welfare officer appropriately to ensure an appropriate response to any concerns.
35. Procedures for child protection and promoting pupils' well being, health and safety are very good. The headteacher is the designated person for child protection purposes. The procedures comply with the local education authority's guidelines. Since the last inspection, the

school has taken appropriate steps to ensure documentation exists to support its child protection measures. All staff are aware of their responsibilities and understand the child protection procedures. The health and well being of pupils is promoted through various subjects of the curriculum. Pupils learn about how their bodies work and the value of exercise. Local specialists teach pupils the importance of healthy eating and how to care for their teeth. They learn about road safety and the police support teachers in 'stranger danger' lessons. The school uses a drug awareness education package produced jointly by the County Council and the Area Health Authority. The package is a valuable tool for teachers and is used well in the school. Sex education is not part of the curriculum and staff deal with pupils' questions appropriately as they arise. There are good arrangements to ensure the safety of pupils taking part in off site activities and suitable arrangements for school meals.

36. There are very good health and safety procedures and the governing body discharges its responsibilities wisely. The headteacher is the responsible person and is well supported by the site manager. A health and safety policy complies with local guidelines. The governing body ensures that the school is inspected regularly. The site manager and headteacher inspect each term and report the results to the appropriate sub-committee. Accident and emergency procedures are well established and there are sufficient staff qualified in first aid. Staff are aware of health and safety issues, they undertake risk assessment of activities and take appropriate measures to safeguard pupils. In addition the headteacher and site manager undertake risk assessment of all other aspects and review the assessments to ensure that they remain up to date. Fire evacuation drills and fire alarm tests are carried out regularly. All statutory checks of equipment are carried out as required and the site manager carefully maintains appropriate records.

Partnership with parents and the community

37. The quality of information that parents receive about the school and its curriculum continues to be good. The prospectus and the governors' annual report to parents contain useful information about the curriculum. Each term the school publishes the planned curriculum and topic work together with an overview of the areas of learning for each year group. Regular newsletters are used to keep parents informed about activities and events. Parents are invited to assemblies and open mornings to see their children's work and take part in their classroom activities. Annual progress reports are written in plain language and fully meet statutory requirements. They give an acceptable account of a pupil's achievements and give some limited guidance to parents about how they might help their children improve. There are two formal consultation sessions each year and teachers are available at other times to discuss issues. Parents of pupils with special educational needs are well informed about their children's progress and are fully involved at all stages.

41.

38. Parental involvement in children's learning is very good. The school has effectively maintained the good relationships with parents identified in the last report. The school makes effective use of its voluntary helpers and has good systems in place to organise their valuable work. Parents help in classrooms supporting individual pupils and small groups, for example, in literacy lessons. They help prepare resources during weekly meetings of the new parents' support group, which also plans to arrange fund raising activities. Some of the school's ancillary staff give up their own time to help with lessons and activities such as the football club. This aspect is a strength of the school. The volunteers are dedicated and competent people who play an important part in improving pupils' learning opportunities. There is an effective home reading scheme and other homework set for pupils is well supported by most parents. The curriculum

information published by the school has effectively enhanced parental support of homework for most

pupils.

42.

39. There are very good links with the local community and these have improved since the last inspection. Visitors from a variety of backgrounds enrich pupils' learning. They include school drama groups and a dental hygienist who teach pupils about caring for their teeth. Police officers help teach 'stranger danger' and give pupils an insight into their work. There are strong links with the local church and pupils visit the nearby health centre and the local library. Elderly members of the community are invited into the school for events. Pupils' understanding of the wider community is enhanced by visits to places of interest and activity centres. Strong links with local pre-school provision facilitate the induction of children into the school. Links with the local junior school are well established and ensure the smooth transfer of pupils to the next stage of their education.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

40. The overall quality of management in the school is very good and has been appropriately maintained since the last inspection. There is strong leadership from the headteacher. She has a detailed and accurate view of the strengths of the school and a commitment to the maintenance of the good quality of relationships. She therefore sets a clear educational direction for the work of the school and a commitment to raising standards. This provides a sense of purpose for the school that continues to have a positive effect on the work of staff. The headteacher has effectively managed substantial changes over the last year involving the transition from grant-maintained status, budget reductions and redundancy of staff. She is well supported by the acting deputy headteacher who plays an active role in the development of the curriculum. The school's provision for special educational needs is well managed by the co-ordinator and records conform to the recommendations of the Code of Practice. The governing body works effectively and fully meets all statutory requirements.
41. A key issue in the last inspection report was to develop the role of co-ordinators to enable them to define progression through subjects more clearly. The role of subject co-ordinators is now clearly defined and all have specific roles that include monitoring and evaluating their subject. Through specialist teaching across year and ability groups during the rotation time, co-ordinators are more clearly aware of individual and group needs across the school. Good systems are developing for evaluating pupils' work throughout the school. Monitoring time is provided for all teaching staff and this is increasingly effectively used. English and mathematics co-ordinators have had time to observe lessons and give verbal and written responses to teachers. In other subjects, co-ordinators keep diaries, look at classroom displays and pupils' work. Portfolios of pupils' work are kept by co-ordinators. The headteacher and her acting deputy monitor well at all levels and give effective oral and written comments to teachers. They have a good overview of the school. Governors are playing an increasing role in the monitoring of the work of the school and a very good system is developing. Each governor is responsible for overseeing a group of policies and has links with a specific teacher. All governors have observed lessons and made written reports, often with useful evaluation. This system is being more firmly established and extended.
42. There are good procedures for planning the development of the school. Appropriate priorities are discussed and a range of strategies is considered to ensure the quality of education and raising standards. There has been effective implementation of the National Literacy and Numeracy Strategies and these are having a positive effect on standards. The governing body is appropriately involved in all decision making. It has a good arrangement of committees that is used effectively to consider the work of the school. Good levels of

information are gathered on which to base their decisions. Good connections between committees ensure that all governors are aware of forthcoming priorities. This was particularly apparent when a substantial fall in budget share seemed likely to require redundancies amongst staff. Quick action was taken and all aspects of the governing body's work were co-ordinated effectively to ensure that appropriate decisions were made. Developments within the school are regularly evaluated through meetings of the committees and reports. Past developments are reviewed to establish any necessary new priorities.

43. The school's aims and values are set out clearly in the school's mission statement. Appropriate emphasis is placed on the care of pupils and continuously improving standards. These aims influence all the work of the school and represent a coherent approach to the encouragement of pupils' development. Policies give good guidance to teachers and are reviewed regularly to ensure that they are effective. There is a clear commitment to equality of opportunity for all pupils. There are very good relationships at all levels and these effectively contribute to the very good ethos of the school. The school is therefore appropriately placed to move forward and improve further.

Staffing, accommodation and learning resources

44. Overall, the staffing, accommodation and learning resources are good. There are sufficient teachers, who are suitably qualified and experienced, to teach all subjects of the National Curriculum and religious education. There is a good balance of youth and experience. All teachers have at least one area of responsibility. Several link to teachers' initial training. The roles of staff evolve through discussion with the headteacher and job descriptions reflect these roles and responsibilities appropriately. The special needs co-ordinator is appropriately qualified to teach the pupils with special educational needs. Although there has been a reduction in the number of support staff, there are sufficient trained nursery nurses to work very effectively with the teachers in the nursery and reception classes. The school secretary is efficient and helpful. Other staff, including the midday supervisors and caretaker, add positively to the ethos of the school.
45. Arrangements for the professional development of staff are good. The school development plan clearly identifies curriculum development for the whole staff. Well-organised training meets these needs effectively. Personal and professional development for teachers arises appropriately from appraisal and teachers' own targets. When possible, staff personal needs are addressed collectively. The confusion between curriculum and staff development identified in the previous inspection, is now resolved. There is good evidence of the positive impact of professional development in the teaching of English and mathematics. All curriculum co-ordinators support their colleagues through monitoring their planning and looking at pupils' work. They discuss relevant issues at staff meetings. Co-ordinators for English and mathematics monitor teaching and give appropriate support. Newly qualified teachers follow the recommended guidelines for induction and receive good support.
46. The quality of the accommodation is very good. Sufficient large, attractive classrooms and specialist areas ensure the curriculum is taught appropriately. A new classroom adds very effectively to the teaching of children in the reception classes. Pupils have good access to numerous book areas. Attractive displays celebrate pupils' achievements and enhance their learning. There is an extra room for the teaching of pupils with special educational needs and an informational technology suite. The suite also provides extra space for the teaching of mathematics. The hall provides good space for indoor physical education and collective worship. The nursery has spacious internal accommodation and a good, safe, enclosed outside play area. Outside there are ample playgrounds, an adequate grassed area and a very good adventure playground. Pupils with physical

disabilities have access to the school but there are no facilities for toilets or access to the upper room. The school is free from graffiti and vandalism and the caretaker and cleaning staff maintain the school to a very high standard.

47. Learning resources are very good. The school has many very good quality resources to contribute effectively to the delivery of the National Curriculum and religious education. There has been an improvement in the resources for religious education and art since the previous inspection. These are now good. The information technology suite, with high quality resources, and further computers round the school, contribute to the high standards achieved by pupils. The range of musical instruments and other resources, effectively support the good progress made by pupils in music. There is an effective range of books and resources for teaching the Literacy and Numeracy Strategies. Books in the library areas are catalogued and accessible to all pupils. The school makes good use of the locality for visits to the Museum of Lincolnshire Life, for example. This has a positive impact on pupils' educational development.

The efficiency of the school

48. Financial planning is excellent. The school development plan focuses very effectively on improving standards and budgets systematically for new and well-focused expenditure. Major spending is clearly linked to curriculum priorities in the school development plan. Subject co-ordinators are responsible for auditing and identifying resources in their own subjects. The headteacher, governing body and the bursar review spending in the previous year, plan very efficiently for the present year and predict possible priorities for the future. They have excellent insight into the financial requirements of the school. The headteacher and governing body are well aware of the future needs of the school and changing circumstances. The finance committee of the governing body meets regularly and reports to the governing body. They are fully involved in the long-term financial strategic plans. All financial decisions are made carefully and appropriately. The very important and difficult decision to reduce staffing following a reduction in pupil numbers and the change of budget illustrates this. The basis of the school's finances is currently being altered substantially as the school changes from grant-maintained to foundation status. As a result, the school is receiving a significantly lower allocation and this has placed pressure on the school's budget.
49. The deployment of teachers and classroom assistants is very good. The nursery nurses in the nursery and reception, contribute very effectively to the good progress of the children under five. They work very well with the teachers in these classes. The organisation of groups for mathematics and English reduces class numbers and creates good equality of access for pupils with special educational needs. There is very effective use of teacher expertise to teach music, design technology, science, information technology and religious education to groups of pupils within the "rotation" system. The special educational needs co-ordinator works very effectively to meet the needs of the pupils with special educational needs and help them make good progress. Effective use is made of funding for pupils with statements for special educational needs. Good use is made of accommodation and learning resources.
50. Financial control and school administration are excellent. The school has made the decision to continue annual auditing to maintain full and high quality control of finances. The audit for 1999 indicates that all systems are being effectively maintained. The bursar is responsible for the very efficient accounting systems in the school. He keeps the headteacher and governors very well informed of the school's financial situation throughout the year. When making purchases, the bursar looks for the best value for money. The governors' responsible officer maintains very good communication between the school, the governing body and the auditors. The school secretary makes a significant contribution

to the smooth running of the school and allows teachers to focus on working with pupils. She supports the headteacher very well and acts as a good interface with visitors.

51. In terms of the educational standards achieved and the quality of education provided by the school in relation to its context and income, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

52. Children enter the nursery at the age of three with attainment that is below that expected nationally. They enter the reception classes in the beginning of the year of their fifth birthday. Teaching in nursery and reception classes is enhanced by the effective partnerships with support staff. Children make good progress in all the areas of learning, particularly in reception classes. In these classes, teaching is enthusiastic and demanding with effective use of specialist teaching for literacy and numeracy. In the nursery, some activities are not sufficiently clearly focused for teachers to assess the success of the activity. This limits how effective their interventions are in helping children to make progress. By the time children begin statutory education, their attainment is in line with the national expectations and most achieve the Desirable Learning Outcomes. Some higher attaining children are embarking on appropriate work in the early stages of the National Curriculum.
53. Personal and social development is taught well in the nursery and reception classes. Children's behaviour is good at all times and they make good progress in working together, sharing and taking turns. Very good induction systems help children to enter the nursery with confidence. The teacher and nursery nurse promote a caring and supportive atmosphere and children therefore settle quickly. Good relationships are established and children feel secure in their learning. They gain greater confidence in their play and are keen to take part in all the nursery activities. Many begin to play together with developing co-operation, for example with bricks and other construction materials. Children transfer easily to the reception classes and soon settle into the new routines. Teachers here provide appropriate environments where children's personal development prospers. They have good relationships with children and give children confidence to tackle work across the whole curriculum. Good opportunities are taken to discuss relevant matters, such as "what makes us happy or sad". Through these, children develop increasing understanding of the feelings of others and the ways they are able to help. They use increasing vocabulary and language skills in these discussions. Reception teachers and support staff have high expectations of children's skills and, as a result, children make good progress.
54. Good overall provision is made for children's language and literacy development. In the nursery, a satisfactory emphasis is placed on all aspects of early literacy. Children enjoy books and stories and have appropriate opportunities to talk about what they are doing. Sound activities enable children to recognise their names and to "write" during role-play. Children play in the role-play area although teachers take too few opportunities to develop talking. Some effective questioning during activities such as baking develops their vocabulary well. Teachers in the reception classes use aspects of the National Literacy Strategy to effectively structure their lessons. Teaching is good and children are encouraged to listen carefully and think about books. Through effective questioning, they make good gains in their vocabulary as they sequence scenes from the story. Teachers plan good activities and make effective use of a wide range of resources to support children's learning. Particularly good use is made of adult support to develop language and literacy skills. Clear instructions and planning help support workers to focus carefully on what needs to be taught to children of different levels of attainment. Children make good gains in recognising letters and their sounds, successfully identifying rhyming words. They know that words carry meaning, and begin to write with clear purpose.
55. The overall provision for children's mathematical development is good. The teaching of mathematical development in the nursery is satisfactory. An appropriate range of activities allows

children to sort and match in different forms. Children play mathematical games and are developing a sense of number. Many begin to count with developing confidence although higher attaining children are able to “add one” mentally. Children in the reception classes make good progress through good teaching that makes effective use of aspects of the National Numeracy Strategy. They gain greater independence and confidence in their number work. They count accurately and understand addition and subtraction. Children carry out these operations using small apparatus, sometimes recording their answers. All children gain familiarity with a variety of number rhymes and songs. The teaching of lower attaining children makes effective use of a wide range of resources and good planning of activities. This consolidates their limited skills well and enables them to move on with their learning.

56. Children’s knowledge and understanding of the world is developed well. In the nursery, children have good opportunities to talk about their lives and they speak with greater confidence. They use construction and other materials to create their own ideas and talk to each other about what they have done. Children use tape recorders and computers with growing familiarity. They use the mouse with developing accuracy to click onto and correctly move items on the screen. In the reception classes, there are good opportunities for children to extend their thinking and understanding. They gain greater understanding of how things change over time through sequencing stories and talking about their own lives. The support assistant uses her expertise very effectively to develop children’s information technology skills and she monitors children’s progress well. Science work in the nursery and the reception classes is not usually recorded. Work undertaken is practical with an emphasis on discussion and the development of scientific language. This is an improvement on the previous inspection findings.
57. Nursery children make sound progress in their creative development through opportunities to use a range of materials for art. They develop basic skills of working with crayons and paint to create pictures, generally with references to what they have done. They use a range of small instruments and develop language to describe what they hear. They sing simple songs and rhymes and learn the words well. In the reception classes, teachers build effectively upon children’s earlier experiences and children make good progress in their creative development. Many activities are accompanied and developed by songs and rhymes and children take great pleasure in joining in. They identify colours, including “warm” and “cold” colours and use paint brushes with developing skill and control as they use stencils carefully. Children identify Van Gogh as an artist and use interesting language as they explain some of the attributes of his work. They think carefully about a picture brought into the classroom, make good suggestions and talk about how it makes them feel.
58. Physical development in the nursery is encouraged through effective use of the outside area and lessons in the school hall. Good systems are developing to encourage children’s independence when changing for physical education lessons. Children use an appropriate range of large and small apparatus to develop skills in co-ordination, balancing, jumping and moving. They play together well in the outside area with good opportunities to share and co-operate when using large wheeled toys. Children’s fine skills are appropriately developed through activities using building materials and small tools such as scissors. Children in the reception classes enjoy well-organised physical education lessons, moving with greater control, imagination and use of space.

ENGLISH, MATHEMATICS AND SCIENCE INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

English

59. The standards of attainment in all aspects of English are similar to the findings of the previous inspection when standards were in line with national expectations. The 1999 Key Stage 1 national assessments in reading show that the number of pupils reaching the expected Level 2 and the higher Level 3 is below the national average. The results of the 1999 national assessments in writing show that the number of pupils attaining the expected levels is close to other schools nationally. In comparison to schools with similar characteristics, pupils attain average results in reading but higher results in writing.
60. The inspection confirms the 1999 results for writing. Evidence from the lesson observations and scrutiny of pupils' work, indicates that pupils' attainment is in line with national averages. Attainment in reading, from the inspection and hearing pupils read, indicates that average numbers of pupils will reach the expected Level 2 or above but a smaller proportion are on track to reach the higher Level 3. In both reading and writing a small number of potentially higher attaining pupils are not reaching the higher level.
61. The standards of attainment in writing have been maintained over the last three years. However, the standards of attainment in reading dropped in 1999. An insecure staffing situation, due to redundancy and illness, reduced the consistency of teaching during the year and this is reflected in the results. The improved attainment evident this year results from the settled staffing situation and reorganisation of groups. There is a greater emphasis on potential achievement, developing assessment systems and improved teaching through the successful implementation of the National Literacy Strategy. Pupils with special educational needs make good progress towards their targets in their Individual Education Plans and with English generally. This is due to the good teaching in specialist lessons and support given in class.
62. Standards of attainment in speaking and listening are in line with national expectations by the end of the key stage. Teachers develop pupils' skills in speaking and listening appropriately and they make satisfactory progress. By the end of Key Stage 1, pupils listen carefully, speak clearly and talk confidently in front of the class. They explain the stories they share as a class and, when necessary, add appropriate details to their explanations. They experience and learn appropriate vocabulary across a range of subjects. Pupils with special educational needs recite a simple rhyme confidently and clearly. Pupils in Year 1, listen with increasing concentration and speak more clearly and confidently. Pupils are eager to ask and answer questions. However, teachers sometimes miss opportunities for pupils to ask questions and this slows the progress in developing questioning skills.
63. Standards of attainment in reading are in line with national expectations by the end of Key Stage 1. Pupils make satisfactory progress over time and in lessons. The shared text in the Literacy Hour develops pupils' reading fluency and confidence to read aloud. However, the occasional use of texts previously studied by some pupils causes them to lose interest and slows progress. Pupils in Year 1 read simple sentences and gain confidence with their reading through working alongside Year 2 pupils. They learn to read an increasing number of words and begin to use letter sounds to aid their reading. Pupils in Year 2 read with some accuracy and developing expression. They use a range of strategies to help them tackle unfamiliar words. They talk confidently about the story they are reading and discuss favourite books. They show understanding of texts by inserting words to make sense in sentences about their

stories. Higher attaining pupils read a range of texts easily and accurately, and use expression effectively. Lower attaining pupils use their knowledge of letter sound and the pictures to help make sense of the text.

64. Standards of attainment in writing are in line with national expectations and pupils make satisfactory progress throughout the key stage. Pupils successfully use a range of different types of writing, such as stories, poems, letters and instructions. They develop their ability to spell words that are more complex and use punctuation correctly. Handwriting develops well and all pupils reach high standards. By the end of the key stage, pupils write stories based on books they have read, such as “Can’t You Sleep Little Bear?” Sentences develop logically and pupils attempt to spell more complex words. The use of descriptive language is limited and this lowers the attainment of some potentially higher attaining pupils. Handwriting is legible, consistently formed and often joined. Higher attaining pupils write imaginatively, for example, their own exciting versions of the Three Little Pigs. Pupils use basic punctuation correctly and begin to use speech marks effectively. Lower attaining pupils show that they recognise the need to use capital letters and full stops correctly. They spell simple words correctly but their vocabulary in writing is limited.
65. Pupils’ attitudes to English are good. They concentrate well and share texts enthusiastically. They listen carefully to their teachers, answer questions eagerly and offer sensible suggestions. They behave very well and have good relationships with teachers and each other. They praise each other’s work spontaneously and support each other when necessary. During group sessions, they work independently and sensibly.
66. Although a high proportion of current teaching is good, pupils’ past work and standards show that overall standards of teaching are satisfactory. The good teaching seen now is having a positive impact on attainment, especially in reading. Teachers have secure knowledge and understanding of English and improved expertise through the training received for the National Literacy Strategy. They use the framework very effectively to plan and organise lessons. They plan tasks that meet the needs of most pupils, although higher attaining pupils are not always sufficiently challenged. Teaching groups of pupils from Years 1 and 2 together raises expectations of the younger pupils but does not consistently stretch the older pupils. Teachers use lesson introductions and plenary sessions well and good questioning reinforces and extends pupils’ learning. Management of pupils is good. Teachers use praise well to build pupils’ confidence and self-esteem and this encourages them to succeed. They have high expectations of behaviour and good relationships with pupils. Pupils respond by working hard on independent activities and joining in whole class sessions enthusiastically. Most teachers use a range of resources effectively to support learning and develop pupils’ interest. However, at times, the texts are well known to pupils and their impact is lost and with it some loss of interest. Lessons move at a brisk pace and motivate pupils well. There are occasions when lengthy introductions minimise the time pupils can spend on independent activities. This limits the time they have to practice and extend their learning individually. Teachers assess pupils’ achievements through effective interactions and careful marking. These assessments are used to adapt planning for groups when necessary. However, the assessments of individual pupils is not precise enough to identify and target the specific needs of all pupils and help to raise standards, particularly of higher attaining pupils. All pupils take books home daily and parents support the school with this reading task. Pupils also have spellings to learn and this contributes to the sound progress they make in learning to spell correctly. The teaching of pupils with special educational needs is good. Planning clearly identifies activities to match the pupils’ needs in their Individual Education Plans. There is good liaison between the teacher for special educational needs and class teachers. Consequently, pupils make good progress towards the targets in their Individual Education Plans.

Mathematics

67. Pupils' attainment, by the end of the key stage, is in line with national averages. The school's National Curriculum test results in 1998 were in line with the averages in schools generally and those with similar pupils. In 1999, however, results were lower. The proportion of pupils achieving Level 2 and above was in line with that found nationally but the proportion gaining Level 3 was lower. The overall results are below those found nationally although they are in line with those found in similar schools. Some of the fall can be attributed to the different groups of pupils. However, insecurities in staffing, resulting from redundancies and illness during the year have had a negative impact on the quality of teaching. The school has begun to analyse the results and recognises a need to ensure that teachers have sufficiently high expectations of pupils at all levels of attainment. Good attention has been paid to the introduction of the National Numeracy Strategy and this is having a positive effect on teaching and the progress of pupils. The school has responded appropriately to the weakness in investigational work identified in the last report. This is now included in all pupils' work in mathematics and pupils make secure progress in this aspect of mathematics. The quality of work and the progress of pupils seen in the inspection are generally better than that apparent in pupils' work from last year.
68. Pupils begin the key stage with attainment that is in line with national expectations and they make sound progress through the school. Lower-attaining pupils, including those with special educational needs, often make good progress through good support. Pupils in reception classes count in a variety of contexts and identify numbers with increasing confidence. Well-structured opportunities allow pupils to practise simple mental addition and ordering of numbers. Pupils use a developing range of mathematical language as they describe their work. Some higher attaining pupils work confidently with numbers above ten. They collect information and display it in graphs with good understanding. Year 1 pupils make greater use of numbers up to 100 and begin to identify number patterns. They use mathematical terms such as "odd" and "even" when talking about their work. Lower attaining pupils make good progress through teachers' imaginative approaches using effective resources to help them to practise their basic skills. Higher attaining pupils have good understanding of place value and confidently carry out addition and subtraction with two digit numbers. Year 2 pupils answer mental addition questions with increasing speed and accuracy, making greater use of known number facts. Higher attaining pupils identify number patterns involving repeated addition and subtraction, clearly explaining how they are made. Lower attaining pupils make good progress in counting forwards and backwards and their understanding of zero. By the end of the key stage, pupils use numbers greater than 100 in simple problems. Many understand multiplication and have learned their tables well. Pupils correctly identify a range of shapes and their properties, including an understanding of angles. They collect information and display it in appropriate graphs.
69. Pupils' attitudes to mathematics are good and they behave well in lessons throughout the school. They respond well to questioning and are keen to answer. They join in with counting and other activities with enthusiasm. Pupils listen carefully to teachers' explanations and carry out instructions sensibly. When given tasks, most settle quickly, organising themselves well. Pupils generally concentrate hard and work quietly. This was particularly apparent in the higher-attaining group where quiet concentration helped pupils to make good progress.
70. The overall quality of teaching is satisfactory. Much observed teaching is good, often because of recently introduced elements of the National Numeracy Strategy. Pupils' past work and achievements indicate teaching that was less effective. Teachers have good

relationships with pupils and use these effectively to create an appropriate environment for learning. Their planning is sufficiently detailed, with increasingly clear attention to what pupils will learn in the lesson. These intentions are often shared with pupils and this gives purpose to the lessons and greater involvement of pupils. Good organisation gives an effective pace to lessons and secure classroom routines ensure that time is not wasted. Explanations and instructions are generally given well and some presentations made by teachers are enthusiastic and involving. These motivate pupils effectively. Clear strategies to promote good behaviour are used well. Discussion sessions at the end of lessons are often effectively used to determine how successfully pupils have learned. Increasing attention is paid to ensuring that tasks are appropriately planned to meet the needs of pupils of different attainments. However, the link between assessments and the subsequent work for pupils is not clearly and systematically made. Teachers do not consistently determine tasks that will be challenging for pupils at all levels of attainment in order for them to make good progress.

Science

71. By the end of Key Stage 1, pupils' attainment is in line with national expectations. The results of the 1999 teacher assessments at the end of Key Stage 1 are lower than the national averages. However, they are in line with the averages achieved by schools with similar pupils. The results are lower than those of the previous year, particularly in the proportion of pupils achieving the higher Level 3. This decline results from the different groups of pupils involved and the relative insecurity of staffing in the school last year. These concerns reduced the effectiveness of teaching but have now been resolved and current standards are somewhat improved. Overall standards of attainment are generally similar to those found at the last inspection but pupils' investigative skills have improved. There is now clear attention to systematically developing these skills as apart of the "rotation" of lessons taken by subject co-ordinators. Pupils with special educational needs are well supported, and have full access to the curriculum. They make good progress in relation to their prior attainment, and achieve standards that are close to those expected of pupils of similar ages.
72. Pupils' overall progress is satisfactory. To address a key issue from the last report, there is an emphasis on investigative work in the "rotation" time. This is effectively reinforcing pupils' skills, giving confidence and creating good progress. Year 1 pupils investigate four white powders, comparing them when wet and dry. They link the investigation with earlier work on the senses. They describe the powders and the differences between them with developing language. Work in pupils' books shows sound progress over time with lessons often ending with a review of what has been learned so that progress is easily monitored. In studying materials and their properties, pupils understand that materials change when they are heated. They explain how chocolate melts when put into the microwave oven and most talk with confidence about changes. They gain understanding that melted chocolate will retain the shape of its container as it cools to a solid. By the end of the key stage, pupils in Year 2 investigate malleable materials. They understand and talk about different materials and their properties. They use an increasing scientific vocabulary to describe their observations. Pupils use numeracy skills effectively when they estimate and measure. They show increasing confidence in their scientific thinking.
73. The pupils' response to their science lessons is good and they show good work habits. They are attentive and eager to take part in class discussions. They share equipment readily, and treat it with respect. Standards of behaviour are high, and pupils respond quickly to teachers' directions. Pupils particularly enjoy practical lessons and take an active interest in what they are doing. Year 1 pupils work with confidence and with excitement in simple investigations. Pupils work hard in their science. They present their work with care and show attention to detail.

74. The quality of teaching in science is satisfactory and has improved in its consistency since the last inspection. Routines and procedures within the classroom are well established with a good balance between experiment, discussion and when appropriate recording. The specialist science teachers have a sound knowledge of the subject, which is particularly useful in the “rotation” lessons. Teachers are generally clear about what pupils will learn and their planning is appropriately detailed. They explain clearly what pupils have to do and keep pupils on task. This gives a purposeful atmosphere to lessons. Tasks are appropriate, with adequate resources. Marking is consistent and thorough and is used to inform future work. However, planning often lacks suitably challenging tasks to enable higher attaining pupils to achieve their full potential. Tasks are sometimes too easy for older pupils, who have already mastered much of the material. These weaknesses often result from teachers’ insufficiently high expectations.

78. **Information technology**

75. The school has maintained and developed the high quality of provision for information technology noted in the last inspection. Pupils’ attainment is above national expectations by the end of the key stage and their progress is good through the school. Pupils of all levels of attainment acquire new skills at a good rate, and apply them with increasing accuracy and confidence in a wide range of contexts. Their work in information technology is applied throughout the curriculum including literacy, geography and design. Pupils leave the reception classes with an ability to move things on the computer screen using the mouse. They competently apply their skills to other subjects, such as developing their knowledge of alphabetical order. In Year 1, pupils learn to write effective instructions for a floor robot and improve their skills in using other electronic devices. They improve their accuracy in manipulating texts and the data that they collect. With support, they print their work. Year 2 pupils make good progress in the speed and accuracy with which they apply previous skills. They become increasingly confident, for example, in combining different forms of data including text and pictures, to communicate their ideas. Pupils are aware of specific terms for parts of the computer such as monitor and floppy disk. They develop good levels of independence, for example in changing the size and colour of print.

76. Pupils’ attitudes to information technology are good and they freely express their interests. They listen carefully when teachers explain the tasks for the lesson. They respond enthusiastically to teachers’ questions with appropriate suggestions and ideas. Pupils’ good attitudes are reflected in the buzz of activity when they work together and talk about their work. They are interested in the effects of commands and they persevere when they have difficulties, exploring alternative options. They are confident in their approach and consequently are not daunted if they make mistakes. They apply skills quickly and creatively, and they raise questions to clarify what they need to do.

77. The teaching of information technology is good. The school makes very effective use of the knowledge and understanding of teachers, support staff and volunteers. This has a very beneficial effect on pupils’ progress. The co-ordinator’s knowledge is efficiently used in teaching different groups of pupils. Teachers set pupils appropriate challenges that build effectively upon pupils’ earlier learning. They organise their lessons well and have good control of pupils. This allows lessons to proceed with good pace. They welcome pupils’ ideas and suggestions and this motivates the pupils further. Teachers structure lessons effectively by ensuring a good balance between revision of skills and allowing pupils opportunities to apply and refine them.

81. **Religious education**

78. Pupils make satisfactory progress through the school. Their attainment, by the end of the key stage, is satisfactory when judged against the objectives set out in the locally Agreed Syllabus. The previous inspection highlighted the limited range of religious artefacts and other learning resources. The school has taken appropriate steps to remedy this and continues to extend its resources. Throughout the school, an emphasis is placed on Christianity. Pupils learn about Christmas and Easter and that Jesus told stories and cared for people. Assembly visitors effectively contribute to pupils' knowledge of the Christian tradition, for example in teaching them about St Luke. They extend pupils' awareness of specific vocabulary to include such words as "gospel" and they explain what the various words mean. By the age of seven, pupils are familiar with some of the Old Testament figures such as Noah, and they understand something of Noah's relationship with God. Knowledge is extended to include a basic awareness of some customs and traditions of other religions including Judaism, Buddhism and Sikhism. Pupils write simple prayers and they explore and make meaning of their own experiences, such as what is special to them and to others. They effectively write about emotions such as happiness and shyness. This effectively addresses a weakness that was identified in the previous inspection.
79. Pupils' attitudes to religious education are sound. Most pupils listen attentively to teachers and each other. They are enthusiastic when they talk and answer questions. They listen respectfully to the thoughts and values of others. Pupils are polite towards visitors such as parents. They are keen to answer questions put to them, for example by the visiting police officer. They behave well, relating effectively to each other and taking turns to talk. Most respond thoughtfully to their work, for example when teachers ask them to bring valued possessions to school to talk about. They listen politely and handle objects with care.
80. The quality of teaching is satisfactory. Teachers have secure knowledge and understanding of the subject. They generally pitch work at appropriate levels to meet pupils' needs. Lessons are suitably planned so that they build on pupils' prior learning, and teachers enable pupils to recap on what they have learned before in order to consolidate their knowledge and understanding. They involve pupils well in lessons and they set a suitable tone in which pupils can reflect on the values of others. Teachers provide opportunities for pupils to answer questions, but sometimes they miss opportunities for pupils to raise questions. They manage pupils well, ensuring their full attention, and their good balance between firmness and kindness ensures that pupils' behaviour is good.

OTHER SUBJECTS OR COURSES

Art

81. The school has made important improvements in the provision for art since the last inspection. A new scheme of work has been introduced that gives teachers greater guidance in the range of media and artists to be tackled by pupils. This has led to clear improvements in the standards of pupils' work. Pupils of all attainments make satisfactory progress through the school, working in an appropriately wide range of media. Some work is of a good standard and is effectively linked with pupils' work in other subjects. For example, pastel drawings of the local area by Year 2 pupils effectively contribute to work their geographical understanding. Pupils gain confidence in their observational drawings using charcoal, pastel, pen and pencil, for example, when portraying local buildings. They gain greater control of their media as they show textures in different ways. In information technology, pupils develop their skills in using a drawing program, using a wider range of drawing tools effectively. They learn painting techniques such as colour washing and use these effectively in their paintings. When talking about their work,

pupils correctly use a wider range of specialist vocabulary. They know, for example, some “hot” and “cold” colours and some effective colour combinations. Pupils learn about some famous artists, such as Van Gogh, and their techniques. They apply some of the techniques to their own paintings with increasing recognition and understanding. Although there are some opportunities to encounter artwork from the wider cultural world, such as the paintings of Hokusai, these are relatively limited.

82. Pupils’ responses to art lessons are good. Most are keen to take part and make good suggestions during discussion sessions. They settle quickly and concentrate well for periods of time, making good efforts to improve their artwork. They are proud of their work and enjoy showing and discussing it. They organise themselves and their materials well, generally clearing away quickly at the end of lessons.
83. Teaching is sound. Teachers organise their lessons securely with good attention to the range of resources necessary to motivate pupils. They use their good relationships effectively to encourage and support pupils in their work. Many teachers pay appropriate attention to developing pupils’ skills through carefully teaching a range of techniques. Teachers’ explanations are generally clear although some are over-extended and pupils are keen to get on with their work. This leads to a loss of attention and reduced progress.

87.

Design and technology

84. Only one design and technology lesson was observed. In this lesson, teaching created a suitable atmosphere for learning, supported pupils appropriately and questioned them effectively to develop their thinking. The teacher provided a good range of materials and enabled pupils to use a wide variety of methods. Pupils’ end products indicate a good balance between techniques taught by the teacher, such as making a wood chassis, and opportunities for pupils to make decisions for themselves about which methods they will apply to their task. Teachers’ planning and discussions with pupils indicate that provision for the subject is sound and pupils make satisfactory progress.
85. Teachers plan carefully to ensure that pupils have well-structured opportunities to design what they intend to make and to evaluate their work. This process is well established through the school and teachers support it in a variety of ways. For example, they provide opportunities for pupils to record their designs and evaluations on paper, and they make good use of video recordings of pupils at work to enable them to make judgements about the making process. Through experiences that focus on specific themes such as homes and vehicles, pupils gain a range of knowledge and skills that they apply to their projects. By the time the pupils leave the school at the end of Year 2 they have experience of joining a range of materials in a variety of ways, to satisfy particular criteria, such as making a vehicle that can move. Higher attaining pupils make models that are very detailed and are finished aesthetically using a good range of media including wood, card and other sheet materials. Pupils show increasing skills in selecting materials that are appropriate to the task, and in the use of different methods and techniques, such as joining. They appropriately develop their ability to evaluate their work by identifying weaknesses and ways to improve, and they use a developing range of specialist vocabulary such as axle.
86. Pupils have good attitudes to the subject. They are very attentive when they watch the video recording of their work, and seeing themselves excites some pupils. The video and good questioning from teachers helps pupils to consider what they have achieved and consider what else they might do to improve. They show interest in the work of other pupils. They settle to their written tasks well and most think carefully about what they write.

90. **Geography**

87. Much of pupils work in geography, at the end of Key Stage 1 is of sound quality and in line with that expected for seven-year-olds. These findings concur with those found at the last inspection. The subject is well co-ordinated and there is a clear policy and scheme of work to support staff in their teaching of the subject. Appropriate resources, including maps, atlases and globes are available to support pupils in their learning.
88. A limited number of lessons were seen during the inspection. However, teachers' planning, pupils' past work and discussions with pupils show that satisfactory progress is made through the key stage. Pupils in Year 1 and Year 2 develop a sense of their own locality, such as where they live and the amenities necessary to the local area. Pupils develop greater geographical skills through good links with books. Through a display inspired by "Where in the World is Barnaby Bear?" pupils follow journeys to Mallorca, Jersey and Cuba. In Year 2, pupils use a word processing program to write about his travels. In other classrooms, Katie Morag stories are effectively used to consider life in the Scottish Islands. Pupils consider physical and human aspects of life in a contrasting area. They develop appropriate vocabulary and use it to describe some similarities and differences, for instance in transport systems. Pupils make good gains in their understanding of the nature of the island environment and identify ways in which life on the island may change in the future.
89. Pupils' attitudes to their work are generally good. They listen attentively and apply themselves well to their work. Pupils work at an appropriate pace for their ages and abilities. They enjoy exploring geography through the Katie Morag stories and discussion is often enthusiastic.
90. The quality of teaching is satisfactory. Teachers use their good relationships effectively to create purposeful lessons with appropriate pace. They have a secure knowledge and understanding of the curriculum, and make good use of the scheme of work. There is a suitable balance between giving information and providing opportunities for pupils to investigate for themselves. Good use is made of a range of resources such as maps to encourage pupils to develop their enquiry skills, and the use of information technology. However, tasks are often limited and do not consistently allow higher attaining pupils to show achievement at a higher level.

History

91. No history lessons took place during the inspection. However, from discussions with pupils and teachers, examination of pupils' work and teachers' plans, pupils make satisfactory progress in history. As pupils from both year groups work together, the curriculum is planned over two years to ensure pupils do not repeat work. Effective planning enables pupils to learn about the past through stories, visits and investigation.
92. Pupils learn about people, times and events in history. They show increasing factual knowledge and understanding of the past through learning about Guy Fawkes, for example. They learn why he acted as he did, and link it with the celebration of Guy Fawkes' night. They answer questions about the past through using a variety of sources of information such as photographs, books and artefacts. Pupils visit the Museum of Lincolnshire Life and experience school life and washdays in Victorian times. Through these visits, they gain insight into life long ago. They recognise and compare artefacts from the Victorian laundry with washing today. They look at pictures and photographs to find information. They become increasingly aware of chronology through considering different events and people in the past.

93. Pupils' attitudes to history are good. They enjoy talking about the work they have done and show enthusiasm for past visits and experiences. Work is carefully completed and neatly presented.

Music

94. Pupils of all levels of attainment make good progress in music. By the time they leave the school, standards are high. Music has a high profile and is a strength of the school. Effective plans for music cover performing, composing, listening and appraising. Pupils have good opportunities to perform to others through singing and playing musical instruments in lessons, school and class assemblies, and during the school Christmas play. Pupils develop an awareness of dynamics and texture in music through composing music to accompany stories and songs, such as the story about the haunted house. They sing tunefully and confidently showing awareness of pulse. Pupils in Year 2 sing songs in two parts accurately, for example Frere Jacques, and add a rhythmic accompaniment. They sing with a clear tone and confidently learn new songs. They follow directions for singing and playing, through following hand signals. Pupils learn to identify the name and sound of musical instruments and use the correct vocabulary to describe the quality of sounds. They express their opinions about different types of music and give reasons as to why they like or dislike what they hear. Pupils with special educational needs take an active part in music lessons and make significant progress in all aspects of the music curriculum.
95. Pupils' attitudes to music are good. They join in the singing enthusiastically and show real pleasure in music. They listen carefully to instructions and take pride in improving their singing and playing.
96. The teaching of music is good. Secure subject knowledge ensures pupils develop a good understanding of music and appropriate vocabulary. The good use of praise and the enthusiasm of teachers build pupils' confidence and help them make good progress. Teachers work well in teams when teaching singing, which encourages pupils to co-operate very effectively. They set challenging activities, such as singing songs in two parts, to extend pupils' skills in singing and playing musical instruments. They select a limited range of songs from different cultures and traditions to extend the pupils' repertoire. Music is included as a part of the "rotation" lessons. This gives the co-ordinator good opportunities to ensure that pupils build effectively on their previous learning and to extend their skills effectively. Visiting instrumentalists enrich pupils' musical experiences and add to their enthusiasm.

100. Physical education

97. Limited observation of lessons was possible and only work in gymnastics was seen during the inspection. Teachers' planning and the schools' curriculum framework show that the school makes satisfactory provision for other aspects of the subject. Pupils make satisfactory progress through the key stage. This is in line with the findings of the previous inspection. Pupils in

Year 2 benefit from an excellent range of extra-curricular activities that increase their experiences of games.

98. In Year 1, pupils work safely in their own space as they travel, linking two actions. Pupils bounce safely to a bench and climb onto it. They jump from the bench and make appropriate shapes as they land. In Year 2, pupils support their own body weight in different ways and work effectively in pairs. They make bridge shapes and hold them in position whilst

their partner crawls underneath. They travel with safety over a piece of apparatus using an increasing range of high movements. Pupils evaluate each other's work and look particularly for different types of movements. All pupils work safely with an awareness of each other. They effectively consolidate their skills, knowledge and understanding.

99. Pupils' response is good. Pupils' enjoy physical activities and sustain energetic activities for appropriate amounts of time for their ages. Pupils change quickly for physical education with increasing independence. They listen carefully to instructions and respond appropriately. Most pupils gain confidence in their physical skills in lessons.
100. The quality of teaching is satisfactory. Appropriate activities are planned to develop pupils' physical skills. Teachers give clear instructions and have high expectations of pupils' behaviour in lessons. Some good use is made of pupils' effective work to demonstrate to other pupils. This gives pupils a better understanding of how to improve their work. However, generally teachers do not make sufficient coaching points to develop the quality of pupils' performances. Good attention to safe working practices is evident.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

101. A team of five inspectors, including a lay inspector, undertook the inspection of The Lancaster School over a period of four days. The evidence was gathered in 16 inspection days and included over 51 hours spent in classes, discussion with pupils and evaluating their work. The evidence base included:

- observation of a total of 56 lessons or parts of lessons, distributed across the whole school;
- inspection of other school activities, including registration periods and assemblies;
- examination of the written work of a sample of over ten per cent of the school, chosen to represent the range of age and attainment;
- listening to the reading of a sample of pupils in each age group, selected to represent the range of attainment in the school;
- discussions with groups of pupils and individual pupils about aspects of their work and their knowledge;
- scrutiny of registers, school policies, planning documents, assessment records and financial records;
- interviews and discussions with teaching and non-teaching staff;
- discussions with members of the governing body;
- discussions with individual parents;
- a formal meeting with parents before the inspection;
- the results of a parental survey distributed by the school before the inspection.

1. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	174	3	34	58
Nursery Class	23	0	5	N/A

106. Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	21.8

Education support staff (YR – Y2)

Total number of education support staff	3
Total aggregate hours worked each week	28.5

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	21

Education support staff (Nursery class)

Total number of education support staff	1
Total aggregate hours worked each week	32.5

Average class size:	29
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Financial data

Financial year:

98 / 99

	£
Total Income	425581
Total Expenditure	452945
Expenditure per pupil	1899.92
Balance brought forward from previous year	44627
Balance carried forward to next year	17263

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

246
49

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	53	47			
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	29			
The school handles complaints from parents well	45	49	6		
The school gives me a clear understanding of what is taught	57	37	6		
The school keeps me well informed about my child(ren)'s progress	53	39	8		
The school enables my child(ren) to achieve a good standard of work	63	37			
The school encourages children to get involved in more than just their daily lessons	50	50			
I am satisfied with the work that my child(ren) is/are expected to do at home	47	51	2		
The school's values and attitudes have a positive effect on my child(ren)	61	39			
The school achieves high standards of good behaviour	69	31			
My child(ren) like(s) school	73	27			